DOCUMENT RESUME

ED 235 232 TM 830 655

AUTHOR Totusek, Patsy
TITLE Project PASS: 1982-83 Final Technical Report [and Appendixes].
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO AISD-ORE-82.47; AISD-ORE-82.75
PUB DATE Jun 83
NOTE 147p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Black Students; Cultural Awareness; *Individualized Education Programs; Inservice Education; Instructional Innovation; Interviews; *Program Evaluation; Questionnaires
IDENTIFIERS *Austin Independent School District TX

ABSTRACT

The Austin Independent School District presents the 1982-83 final technical report of Project PASS, which employs the notion of cultural congruence in instruction or culture-specific instruction to explain the poor performance of black students in school. It encouraged teachers to change their perspective about black students who are not performing well in school. Before concluding something is wrong with the student, teachers are encouraged to analyze the instructional process. Project PASS has further acquainted teachers with the socialization practices of the black culture and the general learning styles emanating from it. A system for developing individualized learning programs for black students based on the concepts of the project was developed and piloted. The introduction, implementation, and impact of the project are discussed in a question/answer format. The appendixes (the greater part of the document) present an instrument description, which includes the purpose, procedure and results, for the following: (1) Iowa Tests of Basic Skills, (2) Office of Student Affairs' Discipline File, (3) Special Education Management System File, (4) Principal Interview, (5) Project PASS Teacher Trainer Interview, (6) Project PASS Instructional Coordinator Interview (7) Administrator Survey, (8) Teacher Survey, and (9) Project PASS Teacher Survey. (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED235232

PROJECT PASS:

1982-83 Final Technical Report

June 1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F. Holley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

Evaluator:
Patsy Totusek, Ph.D.

Evaluation Assistant:
Belinda Olivárez Turner

Data Analyst:
Carol Pankratz

Secretary:
Ruth Fairchild

PROJECT PASS:

1982-83 Final Technical Report

June 1983

Approved:

Freda M. Holley, Ph.D.
Director, Research and Evaluation

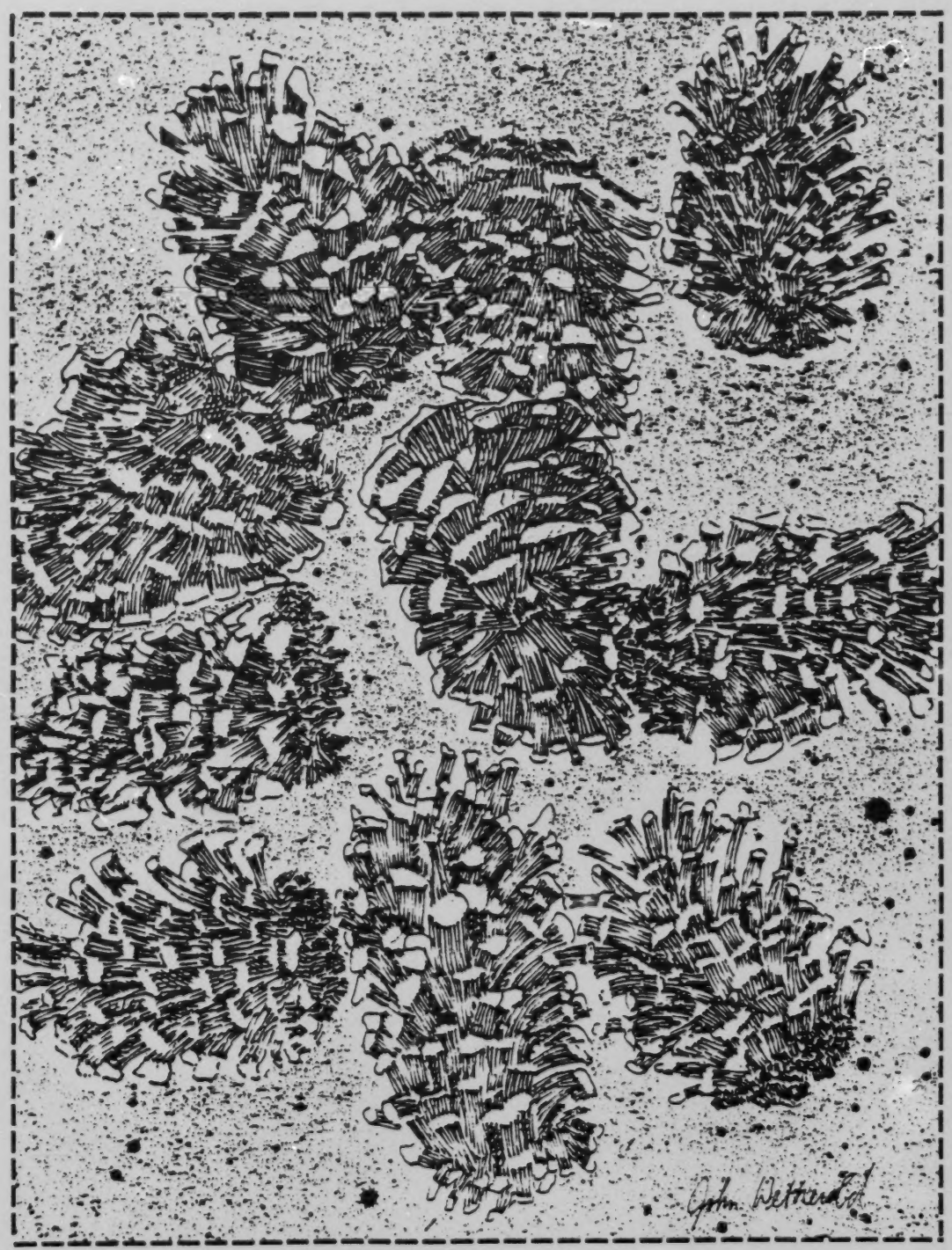
Publication No. 82.47

TABLE OF CONTENTS

Final Report Summary		1
Appendix A	Iowa Tests of Basic Skills	A-1
Appendix B	Office of Student Affairs' Discipline File	B-1
Appendix C	Special Education Management System File	C-1
Appendix D	Principal Interview	D-1
Appendix E	Project PASS Instructional Coordinator Interview	E-1
Appendix F	Project PASS Teacher Trainer Interview	F-1
Appendix G	Administrator Survey	G-1
Appendix H	Teacher Survey	H-1
Appendix I	Project PASS Teacher Survey	I-1

PROJECT PASS

AISD, 1983



82.75

FINAL REPORT

Project Title: Project PASS

Contact Person: Patsy Totusek, Freda Holley

Major Positive Findings:

1. Project PASS demonstrated efficient organization and careful planning throughout its pilot year. The staff worked very hard in presenting the project to the schools and the community.

2. Project PASS encouraged teachers to change their perspective about Black students who are not performing well in school. Before concluding something is wrong with the student, teachers are encouraged to analyze the instructional process.

3. Project PASS has further acquainted teachers with the socialization practices of the Black culture and the general learning styles emanating from it.

4. A system for developing individualized learning programs for Black students based on the concepts of the project was developed and piloted.

Major Findings Requiring Action:

1. Project PASS was implemented within a difficult context. In addition to the usual resistance to change, there was resistance to the philosophical and theoretical basis of the project. A cultural deficit model is generally used to explain Black students' poor performance in school. Project PASS employs the notion of cultural congruence in instruction or culture-specific instruction to explain the poor performance of Black students in school. Some teachers resented the notion that special instructional activities were recommended for Black students.

2. Schools entered the project after an initial presentation was made to the faculty. District calendar constraints resulted in about four presentations per month. School entrance in the project ranged from September to January, with only six schools receiving full exposure to the program from September to May. The two schools that entered the project in January were not included in measurement of the objectives.

3. Participation in Project PASS activities was voluntary. A total of 56% of the teachers in the schools receiving preferred services stated they had used the instructional strategies recommended by Project PASS in their classrooms. Approximately one third of the teachers used the strategies on a regular basis.

4. The achievement, special education, and discipline objectives were not met. Any project effects were not strong enough to make a measurable difference in student achievement, the number of special education referrals, or the incidence of disciplinary actions.

5. Project PASS has provided workshops for parents and has served as a resource to parents. The teachers and the project staff agree that services to parents should be increased.

HOW WAS THE PROJECT INTRODUCED?

Careful planning and training took place before the project was introduced to the District. The Project PASS instructional coordinator prepared orientation and training sessions for the project staff. During the orientation sessions the Project PASS proposal and priorities were reviewed. A Management Plan was developed which outlined the specific activities to be conducted and the schedule to be followed in addressing the objectives. The instructional coordinator led four full-day training sessions for the staff to acquaint them with research related to the instruction of Black students. Research results and other information were used to develop workshop packets.

The project was first introduced at the administrators' workshop in August. Orientation presentations were then made to the faculties of the paired schools. Following the orientation sessions, the paired schools had the option of receiving "preferred" services. While Project PASS workshops were available to all the teachers in the paired schools, schools opting for preferred services received additional attention from the Project PASS staff. This evaluation report is limited to the implementation of the project in the preferred schools.

After a school requested preferred services a conference was scheduled with the principal, the Project PASS instructional coordinator, and the trainer assigned to the school. At the conference the principal was asked about the school's ethnic balance, the different programs within the school, and the areas the principal wanted Project PASS to address. On the basis of this information and input received from the school's teachers at the orientation session, an individualized Project PASS plan was written for the year.

A total of 16 schools received preferred services. A trainer was on each campus one day a week to provide information regarding problems and strategies for teaching Black students. Upon teacher request, the trainers conducted classroom observations, led student demonstrations, and provided individual and group consultation. Schools receiving preferred services could also have workshops designed for their school based on areas of concern identified by the school staff.

In general, most of the trainers were in their assigned schools from 7:45 to 12:00. From 1:00 to 4:30, the trainers returned to the office to write weekly reports, plan school activities, read reference books, and prepare materials for demonstrations.

Throughout the year and at its conclusion, informal feedback sessions, meetings, interviews, and surveys were used to obtain feedback and disseminate information about the status of the project. Both an interim and final report were developed by the instructional coordinator for Board presentation.

In addition to the campus activities, workshops were conducted for interested parents, letters were sent to the parents of retainees, and special announcements were sent to churches. Calls from parents concerning promotion/retention, attendance, and discipline problems were also answered in the Project PASS office.

Overall, the Project PASS staff has clearly worked hard in its pilot year. As a result of detailed planning and careful organization, the project has begun to be established in 16 schools.

WHAT WERE THE MOST VALUABLE CONTRIBUTIONS OF THE PROJECT?

Work with Retainees

In 1981-82 a retention and promotion study was conducted to evaluate the academic progress made by retainees in AISD (see Retention and Promotion Final Report, Publication Number 81.30).

The study found retainees gain an average of .8 of a grade equivalent year on the ITBS in reading after one year of instruction. This is about average for low achieving students nationwide. Some students were found to make impressive gains after being retained. Interviews with a few of the teachers of these students suggested large gains are more likely when:

- the source of the retainee's learning problems can be identified,
- a systematic plan is developed to deal with problem areas, and
- teachers maintain a positive, interested attitude and are willing to do whatever is necessary to help the retainee.

During its pilot year, Project PASS focused its attention on improving the achievement of Black students. One activity was to work with the teachers of Black retainees. The role of the trainer was to help the teacher analyze a child's needs to make sure everything had been done to assist the child in learning. Typical questions asked of the teacher were, "Have you considered changing your instructional style to better fit the learning needs of the retainee? Have you asked for help? What instruction have you provided for the retained student that hasn't been provided before?"

The Project PASS staff also developed a list of the dominant attributes held by Black students who are not succeeding in school. When a student with scholastic problems was identified, an attempt was made to discover which of the dominant attributes the student displayed. After this determination had been made, an individualized learning plan was developed for the student. The learning plan consisted of instructional strategies which were matched to the student's dominant attributes.

In working with the teachers of Black retainees, Project PASS addressed an important District need. Attempts to identify the retainees' learning problems and to develop individualized learning plans appear to be the proper direction in which to proceed in light of previous research findings. Whether the learning plans are properly implemented and have an effect upon the retainee's achievement should be carefully assessed during 1983-84.

Trainers' Manner of Working With Teachers

A number of principals were pleased with the good rapport the trainers established with teachers. Others commented that their trainers demonstrated excellent teaching techniques. Some principals said their trainers worked well with students, helping them to feel confident and positive about themselves. (Working with students was not a regular part of the trainer's job, but served as a teacher training vehicle.) The principals' feelings are exemplified in the following comments made during principal interviews:

> *It was good to have someone available who could identify with and relate to Black children. The trainer used reading instruction as a way of counseling students. I couldn't be more pleased with the project. I couldn't ask for anything better. (Principal Interview)*

> *I have been pleased with the trainer's method of working with teachers. The trainer has been easy to work with, wanted to help, and was ready to recognize the efforts made by the school staff. I was glad the trainer did not come to school with a critical attitude. The trainer is an excellent teacher who has demonstrated good teaching techniques. (Principal Interview)*

Assistance to Parents

Project PASS appears to have served as a liaison between the parents of Black students and school personnel. The Project PASS instructional coordinator said she came into contact with many parents who were afraid to approach the school staff, but who felt comfortable coming to the Project PASS office. The instructional coordinator said these parents were often the ones who never attended school functions and who were assumed to have no interest in their children's education. She said these parents were concerned about their children but were too intimidated to approach school personnel. They often asked how a question should be phrased or how a subject could be discussed with school staff.

A total of 61% of the teachers surveyed would like to see the Project PASS staff offer more assistance to parents. Project PASS has requested funding for a half-time assistant to help with the parent contacts in the fall.

HOW MUCH OF AN IMPACT WAS MADE ON TEACHERS?

Approximately 87% of the teachers surveyed in the preferred schools in the spring stated they attended at least one workshop conducted by a Project PASS staff member. Forty-eight percent requested classroom observations, 38% attended a demonstration with students, and 45% requested consultation services.

Approximately 56% of the teachers stated they have used the instructional strategies recommended by Project PASS in their classrooms, while 31% indicated they use the strategies on a regular basis.

Project PASS did not have sufficient resources during 1982-83 to assist teachers with the math instruction of Black students. Assistance provided by the staff focused almost entirely upon reading instruction.

WHAT WERE THE PROBLEMS OF IMPLEMENTATION?

Developmental Year

Evaluations in the past have amply demonstrated that full implementation of a program (100% use by target population) takes time. This was the first year for the project. The instructional coordinator had approximately one month in which to hire personnel, conduct staff development, acquaint herself with the District, set up an office, and plan for the upcoming school year. As such, the project could not be presented as a finished package but rather as developmental activities and techniques which required clearer definition and refinement over time.

Heavy School Assignment

There was not much to guide the instructional coordinator in deciding how many schools to assign to a trainer. There is some indication that the assignment of four schools to each trainer in the pilot year may have been too many to allow thorough follow-up of teacher contacts and adequate time for preparation of materials and planning.

Resentment of Board's Quick Approval of Project

The project was conceived and initiated under difficult conditions. In an interview situation, three principals from preferred schools said some teachers formed a negative opinion about the project before it was introduced to the schools. The teachers were angered by the hurried manner in which the School Board approved the project. They felt the Board was responding to group pressure and resented AISD money being committed in such a quick fashion without apparent input from teachers. This caused some teachers not to have an open mind about the project.

Reaction to Campus Orientation Sessions

Six principals said the orientation sessions produced a negative reaction on the part of some teachers. The principals said the presenters talked down to the teachers as if the teachers knew nothing about teaching Black students. Some of the teachers got the impression the presenters were saying, "You haven't done a good job and we're here to show you how to teach."

In commenting upon this reaction the instructional coordinator said she knew teachers would dislike what Project PASS had to say about the instruction of Black children. However, she felt it best to state very clearly during the

orientation sessions that Black children were not performing well on standardized achievement tests because the instruction provided for them was inappropriate. The instructional coordinator found some teachers were unaware Blacks were performing so poorly in AISD. Other teachers resented that a finding they felt so personally was stated in such a public fashion.

The instructional coordinator also pointed out the philosophical and theoretical differences that appeared to be at the base of the negative perceptions held by the teachers. She stated that the teachers were accustomed to viewing Black students' performance through a cultural deficit model and what the project introduced was an almost completely opposite notion.

Singling Out of Black Students

Some principals and teachers did not feel it was right to single out Black students for special assistance. The comments below are descriptive of their feelings and were obtained during principal interviews and teacher surveys.

> *I do not like the idea of assisting only Black students--Project PASS should be for all students who need learning assistance. (Project PASS Teacher Survey)*

> *If the goal of AISD is to reduce the number of kids retained and placed in special education then all ethnic groups should be addressed. If Project PASS provided extra services for all ethnic groups then it would be more worthwhile. (Principal Interview)*

Different Expectations

Some principals and teachers expressed disappointment that new instructional strategies were not identified by Project PASS. Their feelings are summarized in the following comments:

> *The teachers at my school were eager to listen to someone who might have something new to tell them. They were disappointed that the information they received wasn't more dramatic. The emphasis on participation was good to incorporate into the curriculum. But much of what the Project PASS staff is teaching is what good teachers have been doing all along. The techniques seem good for all students, not just Black students. (Principal Interview)*

> *Black retainees have special instructional needs but Project PASS has not identified any new types of instructional approaches to use with them. The expectation had been that Project PASS would offer something that was different and innovative. The techniques which have been covered are just the repertoire any good teacher would try in attempting to get a response from a child. Nor have Black students been any more receptive to the Project PASS instructional strategies than to other instructional strategies. (Principal Interview)*

When the project did not meet the teachers' and principals' expectations of providing something new, they concluded the project had not met its objective. However, in talking with the Project PASS instructional coordinator it became clear she held a different perspective of what "new" meant.

The instructional coordinator said some of the strategies and materials which were introduced (e.g., choral reading and the Bill Martin books) were not new in the sense that teachers had never heard about them before. But the reasons and ways of using the strategies and materials were new, and they were new for the students in that the students had not been exposed to them before in a consistent manner.

The instructional coordinator also said it was important for teachers to understand the Project PASS activities were not intended to benefit Black students alone. Although that was the target population, the recommended strategies should be beneficial for all children.

It is possible the misunderstanding on these points could have reduced the receptiveness of the teachers and principals to the project activities.

Principals' Support of the Project

Support of the project varied among principals. Some principals were very active in their endorsement of the program while others were more passive. Although active support by the principal did not ensure high teacher participation, a principal's clear support facilitated a trainer's entry into a school.

Discussions with the principals and the trainers revealed some principals might not be aware of the actions they could take in introducing a new project and part-time staff member to the school. The trainers identified the following as the most helpful activities performed by principals in acquainting them with the faculty and campus:

- The principal introduced the trainer to the entire staff at a faculty meeting at the beginning of the school year.
- The principal described the project, defined the trainer's role in the school, and told about the services that would be available.
- The principal stated the trainer was there to provide technical assistance and not to evaluate the teachers.
- The principal gave obvious endorsement of the project (e.g., "I want you to accept the project. Let's make it work.")
- The principal allowed teachers to ask questions during the meeting in which the trainer was introduced. Candid interaction was encouraged.

- The principal suggested that the trainer meet with grade-level teams.

- Planning meetings took place with the principal, trainer, team members, etc.

- The principal followed up the services provided by the trainer by asking teachers, "How's it going? Is there anything I need to tell the trainer to get this job done better?"

- Throughout the year the principal continued to remind the faculty of the trainer's availability. The principal announced upcoming workshops to the staff. The principal put announcements in the school newsletter that shared the trainer's plan for the week.

- The principal invited the trainer to different school functions so the trainer would feel like a member of the faculty.

- The trainer was given a mailbox and received memos from the principal and staff like other teachers. The trainer was given the same privileges the teachers received.

Definition of Trainer's Role

Some principals felt the trainer's role and the objectives of the project needed greater definition. Their feelings are exemplified in the following comments.

> *The objectives of the project do not appear clear to the teachers. The teachers had the opportunity to ask questions at the orientation but did not know what to ask. (Principal Interview)*

> *Not all the teachers were aware of the services that were available and were slow to request assistance. (Principal Interview)*

> *It would be helpful if the trainer shares some actual examples of how she has worked with particular students and teachers. This would clarify what the trainer has to offer. (Principal Interview)*

Late Entry in Project

Each of the 16 schools entered the project sometime between September and January. The two schools that entered the project in January were not included in measurement of the objectives. Those that entered the project as late as November were included.

WAS THE ACHIEVEMENT OBJECTIVE IN READING MET?

By May 1983 to demonstrate a decrease by five percentage points the percent of Black pupils performing below the 50th percentile in reading as measured by the Iowa Tests of Basic Skills at the elementary level in the preferred schools.

In order to understand the achievement results for the preferred schools, it is necessary to consider them within a districtwide context.

Since 1979-80 the districtwide test scores of Black students in reading have slowly improved. (See Figure 1.)

GRADE	ETHNICITY	READING TOTAL							
		PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	42	42	44	47	1.62	1.62	1.66	1.73
	Hispanic	46	45	47	49	1.70	1.68	1.72	1.77
	Other	77	80	80	78	2.48	2.61	2.59	2.52
	Total	61	63	62	62	2.08	2.12	2.10	2.10
2	Black	36	36	42	41	2.45	2.45	2.65	2.62
	Hispanic	33	40	42	45	2.38	2.59	2.65	2.70
	Other	77	80	80	81	3.56	3.68	3.67	3.69
	Total	58	60	62	63	3.03	3.10	3.15	3.16
3	Black	30	34	37	42	3.12	3.25	3.38	3.55
	Hispanic	34	35	47	47	3.27	3.31	3.68	3.71
	Other	69	71	73	74	4.54	4.60	4.67	4.70
	Total	54	53	58	59	3.98	3.94	4.11	4.13
4	Black	23	25	32	34	3.82	3.92	4.19	4.25
	Hispanic	30	31	31	40	4.11	4.1[illegible]	4.13	4.50
	Other	74	72	68	72	5.82	5.73	5.58	5.73
	Total	56	53	51	55	5.06	4.97	4.88	5.02
5	Black	26	25	29	34	4.85	4.85	5.00	5.19
	Hispanic	31	35	35	38	5.08	5.21	5.25	5.37
	Other	72	76	74	73	6.82	7.04	6.92	6.86
	Total	55	59	57	55	6.06	6.21	6.13	6.06
6	Black	20	27	28	33	5.39	5.77	5.84	6.06
	Hispanic	26	32	36	38	5.69	6.01	6.19	6.[illegible]8
	Other	69	74	74	74	7.77	8.01	8.04	8.02
	Total	52	57	59	59	6.95	7.14	7.25	7.22

Figure 1. ITBS PERCENTILE AND GRADE EQUIVALENT MEDIANS, BY ETHNICITY, 1979-83.

As the test scores of Black students have improved, the percent of students scoring below the 50th percentile has gradually declined. (See Figure 2.)

GRADE	1981		1982		1983	
1	56.1%	827*	54.7%	820	52.5%	843
2	67.3%	808	58.3%	763	60.7%	755
3	67.1%	803	66.0%	745	57.7%	751
4	75.7%	805	73.7%	786	71.5%	774
5	76.8%	718	72.1%	762	70.2%	771
6	76.9%	681	72.3%	672	67.9%	745
Total	69.6%	4642	66.0%	4548	63.3%	4639

*The number of students tested.

Figure 2. PERCENT OF BLACK STUDENTS DISTRICTWIDE RECEIVING READING TOTAL SCORES BELOW THE 50TH PERCENTILE.

To the extent that the Project PASS students (i.e., the Black students in the preferred schools) are representative of Black students districtwide, some decline in the percent of Project PASS students scoring below the 50th percentile in reading would be expected.

Figure 3 shows the percent of Project PASS students who received Reading Total scores below the 50th percentile in the spring of 1981, 1982, and 1983.

Grade	1981		1982		1983	
1	55.5%	306*	48.1%	301	57.7%	289
2	68.6%	300	56.0%	314	55.4%	285
3	70.2%	309	66.3%	273	56.1%	292
4	77.1%	311	76.9%	282	74.9%	283
5	79.7%	193	77.9%	209	76.0%	188
6	80.1%	181	76.1%	172	72.6%	183
Total	70.7%	1600	65.3%	1551	64.2%	1520

*The number of students tested.

Figure 3. PERCENT OF PROJECT PASS STUDENTS RECEIVING READING TOTAL SCORES BELOW THE 50TH PERCENTILE.

The achievement patterns shown by the Project PASS students approximate the patterns seen in the districtwide data in Figure 2: The percent of total students scoring below the 50th percentile as well as the amount of decline shown each year appear roughly comparable.

The achievement objective in reading was not met. Figure 3 shows the total percent of Project PASS students scoring below the 50th percentile in reading decreased by 1.1% from 1982 to 1983. This falls short of the 5% decrease specified in the objective.

While a large decrease in the percent of Project PASS students scoring below the 50th percentile occurred from 1982 to 1983 at grade three, some large decreases also occurred at other grades (e.g., grades one and two) prior to the implementation of the project. Given the fluctuations that can occur within a grade level from year to year, very dramatic grade-level changes would be needed before the changes could be attributed to the project rather than the varying skill levels of different groups of students.

Consequently, these data suggest Project PASS did not sufficiently impact reading achievement in its pilot year to cause a significant deviation from what normally would have been expected in the standardized test scores.

DID PROJECT PASS INFLUENCE THE ACHIEVEMENT OF RETAINEES IN THE PREFERRED SCHOOLS?

A comparison was made between the ITBS Reading Total scores received by Black retainees in the preferred schools and matched Black retainees in other schools.

Project PASS students included in the sample were recommended for retention at the end of 1981-82 and were actually retained during the 1982-83 school year at one of the preferred schools. These students were matched on several factors with other Black students who had also been recommended for retention at the end of 1981-82 and were retained during 1982-83.

The matched students had to be located at a school that was not receiving Project PASS preferred services. Student matches had to be of the same sex, ethnicity, and special education and free lunch status. They had to be within six months of the Project PASS retainee's age. They also had to have a pretest score that was similar to that of the Project PASS retainee.

A total of 98 Black retainees with both pre- and posttest scores in reading were identified at the preferred schools. Acceptable matches were found for 73 of the retainees.

Statistical analyses were performed to determine if the Project PASS retainees and the matched students progressed at the same rate from the pre- (1982) and posttest (1983). The analysis revealed the achievement gains of the Project PASS retainees and the matched retainees were not significantly different from one another in reading.

These results indicate Project PASS did not have sufficient impact on the reading achievement of the retainees in the preferred schools to significantly affect their achievement scores on a standardized test.

WAS THE SPECIAL EDUCATION OBJECTIVE MET?

By May 1983 to decrease by five percentage points the number of Black pupils assigned to special education classes.

YEAR	NUMBER OF BLACK STUDENTS IN PREF. SCHOOLS	NUMBER OF BLACK LD AND ED STUDENTS ON CAMPUS AT END OF YEAR			PERCENT BLACK LD AND ED STUDENTS OF BLACK STUDENTS IN PREF. SCHOOLS		
		LD	ED	TOTAL	LD	ED	TOTAL
1981-82	1963	167	20	187	8.5%	1.0%	9.5%
1982-83	2020	176	26	202	8.7%	1.3%	10.0%

Figure 4. NUMBER AND PERCENT OF BLACK STUDENTS AT PREFERRED SCHOOLS ASSIGNED TO SPECIAL EDUCATION IN 1981-82 AND 1982-83.

Figure 4 shows 187 Black students were assigned to special education in the preferred schools during 1981-82. To meet the objective, the 187 students assigned in 1981-82 would need to be reduced to 177 students in 1982-83. Since the number of Black students assigned to special education in 1982-83 was 202, the objective was not met.

Further examination of Figure 4 reveals the percent of Black students assigned to special education increased slightly from 1981-82 (9.5%) to 1982-83 (10.0%).

Examining the <u>percent</u> of Black students assigned to special education compensates for the greater number of Black students on the campuses in 1982-83 than in 1981-82.

WAS THE DISCIPLINE OBJECTIVE MET?

By May 1983 to demonstrate a decrease in the percent of Black pupils receiving long-term suspensions, in-school suspensions, and paddling by five percentage points.

The discipline objective was not met in that the total percent of Black students involved in disciplinary actions rose slightly from 4.6% in 1981-82 to 4.8% in 1982-83. There was a small decline from 1981-82 (2.3%) to 1982-83 (2.1%) in the number of Black students receiving corporal punishment.

HOW DO ADMINISTRATORS FEEL ABOUT PROJECT PASS?

The administrators in the schools receiving preferred services were surveyed with regard to their reaction to Project PASS. Their responses are shown in Figure 5.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
Participation in Project PASS was a worthwhile activity for my school. N = 20	N	5	6	1	4	4	0
	%	25%	30%	5%	20%	20%	0%
The Project PASS services should be made available to campuses during the 1983-84 school year. N = 20	N	5	7	2	1	4	1
	%	25%	35%	10%	5%	20%	5%

Figure 5. RESPONSES GIVEN BY ADMINISTRATORS AT PREFERRED SCHOOLS.

Figure 5 shows slightly over half (55%) of the administrators believed participation in Project PASS was a worthwhile activity. However, this finding must be tempered by the fact that a large minority (40%) did not feel their participation was worthwhile. These results indicate the response to Project PASS was more positive than negative, but not by a very wide margin. A total of 60% of the administrators agreed that Project PASS services should be made available to campuses in 1983-84, while 15% disagreed.

Of those administrators who returned surveys from schools not receiving preferred services, only one administrator was interested in receiving services from a Project PASS trainer in 1983-84.

HOW DO TEACHERS FEEL ABOUT PROJECT PASS?

Two surveys were administered to the teachers in the schools receiving preferred services. Each survey sampled a different population. Each survey asked the respondents to evaluate the usefulness of the Project PASS services.

Very little consensus was found on either survey. On the first survey, the teachers were more negative than positive about the services provided by the project. On the second survey, the teachers tended to be more positive than negative about the services. These findings suggest the teachers had a mixed reaction to the project, with no one dominant reaction prevailing.

WHAT CONCLUSIONS CAN BE DRAWN ABOUT PROJECT PASS?

- Resistance to the project seemed greater than the resistance normally encountered by a new project.
- Approximately 31% of the teachers in the preferred schools are using the recommended strategies in a consistent manner.
- Project PASS has not noticeably affected the reading achievement scores of Black students in its pilot year.
- The work with the teachers of Black retainees and the assistance provided to parents were helpful contributions made by the project.
- At the end of the school year, administrators were more satisfied with their participation in the project than were the teachers.

Bibliography

Totusek, P. PROJECT PASS: 1982-83 evaluation design. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.18), Austin Independent School District, October 1982.

The evaluation design describes the evaluation plan for Project PASS. It includes a brief project and evaluation summary, the major decision and evaluation questions to be addressed, other information needs, dissemination plans, and information sources to be used.

Totusek, P. PROJECT PASS: 1982 final technical report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.47), Austin Independent School District, June 1983.

The final technical report describes the instruments and procedures employed in the implementation of the Project PASS 1982-83 evaluation design. The results are presented and analyzed within the context of the questions posed in the evaluation design.

Project PASS

Appendix A

IOWA TESTS OF BASIC SKILLS

82.47

Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement test battery. Level 5 was given to kindergarten students to measure skills in the areas of listening (spring only), language (fall and spring), and math (spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials, and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Kindergarten students were tested the week of September 7-10. The elementary schools administered the test April 19, 20, and 21 to students in grades K-6. Students in grades 7 and 8 were tested on February 15, 16, and 17. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test proctors in their classroom at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company.

What reliability and validity data are available on the instrument?

The reliability of individual subtests and area totals, as summarized by Kuder-Richardson Formula 20 coefficients, ranges from .75 to .97, across test levels. Coefficients for the total battery range from .94 to .99, across test levels. Equivalent-forms reliability coefficients, calculated for grades 3-8, range from .71 to .92, across subtests and area totals. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp.13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are available.

21

IOWA TESTS OF BASIC SKILLS

Purpose

The Iowa Tests of Basic Skills (ITBS) provided information relevant to the following decision, evaluation, and information needs questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-1: To what extent were the objectives for Project PASS attained?

By May 1983 to demonstrate a decrease by five percentage points the percent of Black pupils performing below the 50th percentile in reading and mathematics as measured by the Iowa Tests of Basic Skills at the elementary level in the preferred schools.[1]

Information Need 1: How did the achievement of Black students retained in the spring of 1982 and in schools receiving preferred services in 1982-83 compare with the achievement of matched Black students in other schools not receiving preferred services?

Information Need 2: How did the achievement of Black students retained in the spring of 1982 and in schools in which the entire faculty participated in Project PASS compare with the achievement of other Black students in schools not receiving preferred services?[2]

Procedure

Project PASS workshops were made available to all the teachers in the paired schools. The locations for the workshops were rotated so as to increase their availability to teachers.

[1]This objective originally stated that the ITBS and the Texas Assessment of Basic Skills (TABS) would be used to evaluate the achievement of the students. However, since the TABS does not yield standardized scores and is only administered at two elementary grades, it was omitted as a measurement variable prior to the finalization of the evaluation design.

[2]This question was modified after consultation with the Project PASS instructional coordinator. The question originally requested a comparison with "the achievement of other Black students in schools receiving preferred services." It was felt the modified version allowed a clearer assessment of the effects of the Project PASS services.

The paired schools that were interested in receiving more concentrated services from the project requested "preferred status." A teacher trainer was assigned to each school receiving preferred services. The trainer was on the campus one day each week. During that time the trainer provided individual and group consultation, conducted classroom observations and demonstrations, and assisted with the identification and location of materials and resources for teaching Black pupils. Classroom teachers were to make use of the trainers' services at their own discretion. Schools receiving preferred services were also eligible to have workshops designed for their staff based on areas of concern identified by the school staff.

Sixteen of the paired schools received Project PASS preferred services. These schools included: Barton Hills, Cook, Cunningham, Norman, Bryker Woods, Rosewood, Blackshear, Sunset Valley, Gullett, Govalle, Sims, Wooten, Campbell, Webb, Winn, and Metz. Two schools (Webb and Govalle) were excluded from the achievement analyses because of their late entry into the project. Two campuses (Winn and Blackshear) had complete faculty involvement in Project PASS and received a sequenced series of workshops. Due to these special distinctions, additional analyses for the Blackshear-Winn campuses were performed.

Achievement Objective Sample

The District Priorities data analyst developed a program to tally the number and percent of Black students performing below the 50th percentile on the ITBS Reading Total and Math Total tests. In order to develop a longitudinal perspective, data were obtained for the 1980-81, 1981-82, and 1982-83 school years. Data prior to the 1980-81 school year were not comparable, in that the paired schools were not yet in operation. Kindergarten scores were excluded because the ITBS level administered to kindergarten students does not yield a reading total score and math scores for kindergarten students were not available until the 1982-83 school year.

Information Needs Sample

Project PASS students included in the sample were recommended for retention at the end of 1981-82 and were actually retained during the 1982-83 school year at one of the 14 Project PASS schools specified earlier. These students were matched on several factors with other Black students who had also been recommended for retention at the end of 1981-82 and were retained during 1982-83. The matched students had to be located at a school that was not receiving Project PASS preferred services. Student matches had to be of the same sex, ethnicity, and special education and free lunch status. They had to be within six months of the Project PASS retainee's age. They also had to have a pretest score that was similar to that of the Project PASS retainee. The matching program was designed to search for an identical pretest score first. If this was not available, it chose the closest higher match or lower match in an alternating sequence. If there were no lower cases when one was needed, the program took the higher match and then tried for two low matches for the next two matches. This resulted in a more balanced sample than simply taking the closest match. Reading and math matches were selected independently.

Matches for the 14 Schools. A total of 98 Black retainees with both pre- and posttest scores in reading were identified at the 14 Project PASS schools. Acceptable matches were found for 73 of the retainees.

A total of 106 Black retainees with both pre- and posttest scores in math were identified. Acceptable matches were found for 77 of the retainees, but one match was discarded because invalid test scores were suspected.

Matches for Blackshear and Winn. A total of 19 Black retainees with both pre- and posttest scores in reading were identified at Blackshear and Winn. Acceptable matches were found for each retainee.

A total of 18 Black retainees with both pre- and posttest scores in math were identified. Acceptable matches were found for each retainee, but one match was discarded because invalid test scores were suspected.

Although the sample size for the Blackshear-Winn retainee analysis was smaller than desired, a statistical analysis was still conducted. It was understood a strong effect would need to be present if significance was to be found with such a small sample size.

Analyses

Data and programs are on file at AISD and are detailed in the documentation developed by the District Priorities data analyst. Retainees were identified by using the retention file developed for the report entitled RETENTION AND PROMOTION: 1982-83 Final Technical Report (Publication Number 82.42).

Several steps were taken in the matched group achievement analyses:

1) Descriptive statistics were obtained on the pre- and posttest scores of the Project PASS and matched retainees in reading and math.

2) Scatter plots were produced using a program developed by the District Priorities data analyst. Pretest/posttest scores were plotted for the Project PASS retainees and their matches in reading and math. The scatterplots were used to check for outliers and to identify possibly invalid test scores.

3) Regression analyses were conducted to determine if the Project PASS and matched retainees progressed at similar rates based on pre- and posttest reading and math scores. Analyses were done separately for reading and math using the program LINEAR.

Results

Evaluation Question D1-1: To what extent were the objectives for Project PASS attained?

By May 1983 to demonstrate a decrease by five percentage points the percent of Black pupils performing below the 50th percentile in reading and mathematics as measured by the Iowa Tests of Basic Skills at the elementary level in the preferred schools.

Achievement for 14 Project PASS Schools

In order to understand the achievement results for the 14 Project PASS schools, it is necessary to consider them within a districtwide context.

Since 1979-80 the districtwide test scores of Black students have slowly improved (see Figure A-1).

READING TOTAL

GRADE	ETHNICITY	PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	42	42	44	47	1.62	1.62	1.66	1.73
	Hispanic	46	45	47	49	1.70	1.68	1.72	1.77
	Other	77	80	80	78	2.48	2.61	2.59	2.52
	Total	61	63	62	62	2.06	2.12	2.10	2.10
2	Black	36	36	42	41	2.45	2.43	2.63	2.62
	Hispanic	33	40	42	45	2.38	2.59	2.63	2.70
	Other	77	80	80	81	3.56	3.68	3.67	3.69
	Total	58	60	62	63	3.03	3.10	3.15	3.16
3	Black	30	34	37	42	3.12	3.25	3.38	3.55
	Hispanic	34	35	47	47	3.27	3.31	3.68	3.71
	Other	69	71	73	74	4.54	4.60	4.67	4.70
	Total	54	53	58	59	3.98	3.94	4.11	4.13
4	Black	23	25	32	34	3.82	3.92	4.19	4.25
	Hispanic	30	31	31	40	4.11	4.14	4.13	4.30
	Other	74	72	68	72	5.82	5.73	5.58	5.73
	Total	56	53	51	55	5.06	4.97	4.88	5.02
5	Black	26	25	29	34	4.85	4.85	5.00	5.19
	Hispanic	31	33	35	38	5.08	5.21	5.25	5.37
	Other	72	76	74	73	6.82	7.04	6.92	6.86
	Total	55	59	57	55	6.06	6.21	6.13	6.06
6	Black	20	27	28	33	5.39	5.77	5.84	6.06
	Hispanic	26	32	36	38	5.69	6.01	6.19	6.28
	Other	69	74	74	76	7.77	8.01	8.04	8.02
	Total	52	57	59	59	6.95	7.14	7.25	7.22

MATH TOTAL

GRADE	ETHNICITY	PERCENTILES				GRADE EQUIVALENTS			
		79-80	80-81	81-82	82-83	79-80	80-81	81-82	82-83
1	Black	34	33	36	37	1.53	1.51	1.57	1.58
	Hispanic	38	40	40	43	1.60	1.64	1.63	1.70
	Other	64	68	68	68	2.08	2.15	2.16	2.14
	Total	51	53	53	54	1.82	1.86	1.87	1.88
2	Black	32	31	35	35	2.43	2.40	2.49	2.49
	Hispanic	34	40	41	45	2.47	2.59	2.62	2.70
	Other	63	65	66	66	3.12	3.17	3.19	3.25
	Total	50	50	53	55	2.82	2.82	2.87	2.93
3	Black	30	33	38	43	3.29	3.35	3.48	3.61
	Hispanic	35	36	49	49	3.42	3.43	3.78	3.76
	Other	67	67	72	72	4.30	4.31	4.44	4.42
	Total	53	52	59	59	3.88	3.85	4.06	4.07
4	Black	27	31	34	33	4.09	4.21	4.30	4.27
	Hispanic	36	36	37	44	4.38	4.35	4.41	4.60
	Other	71	67	66	68	5.49	5.35	5.32	5.39
	Total	56	52	52	54	4.97	4.87	4.85	4.93
5	Black	29	30	34	36	5.03	5.07	5.23	5.28
	Hispanic	37	38	41	42	5.32	5.37	5.47	5.52
	Other	67	72	71	69	6.49	6.66	6.61	6.55
	Total	53	55	55	54	5.95	6.01	6.01	5.98
6	Black	27	28	31	36	5.85	5.89	6.02	6.21
	Hispanic	35	37	40	42	6.13	6.29	6.37	6.45
	Other	71	71	72	72	7.67	7.70	7.75	7.71
	Total	56	57	58	58	7.00	7.07	7.10	7.08

Figure A-1. ITBS PERCENTILE AND GRADE EQUIVALENT MEDIANS, BY ETHNICITY, 1979-80 THROUGH 1982-83. The median percentile rank for the national norm group is 50 for all grades. Students at grade level would receive an X.8 grade equivalent median.

As the test scores of Black students have improved, the percent of students scoring below the 50th percentile has gradually declined (Figures A-2 and A-3).

GRADE	1981		1982		1983	
1	56.1%	827*	54.7%	820	52.5%	843
2	67.3%	808	58.3%	763	60.7%	755
3	67.1%	803	66.0%	745	57.7%	751
4	75.7%	805	73.7%	786	71.5%	774
5	76.8%	718	72.1%	762	70.2%	771
6	76.9%	681	72.3%	672	67.9%	745
Total	69.6%	4642	66.0%	4548	63.3%	4639

*The number of students tested.

Figure A-2. PERCENT OF BLACK STUDENTS DISTRICTWIDE RECEIVING READING TOTAL SCORES BELOW THE 50TH PERCENTILE.

GRADE	1981		1982		1983	
1	65.4%	826*	65.8%	815	62.7%	840
2	70.8%	814	66.1%	771	65.8%	750
3	69.4%	803	63.1%	743	58.1%	753
4	73.3%	803	68.6%	785	69.3%	777
5	75.2%	723	67.9%	767	67.6%	776
6	74.7%	681	70.4%	670	67.9%	749
Total	71.3%	4650	66.9%	4551	65.2%	4645

*The number of students tested.

Figure A-3. PERCENT OF BLACK STUDENTS DISTRICTWIDE RECEIVING MATH TOTAL SCORES BELOW THE 50TH PERCENTILE.

To the extent that Project PASS students are representative of Black students districtwide, some decline in the percent of Project PASS students scoring below the 50th percentile in reading and math would be expected.

Reading. Figure A-4 shows the percent of Black students in the 14 Project PASS schools who received Reading Total scores below the 50th percentile in the spring of 1981, 1982, and 1983.

GRADE	1981		1982		1983	
1	55.5%	306*	48.1%	301	57.7%	289
2	68.6%	300	56.0%	314	55.4%	285
3	70.2%	309	66.3%	273	56.1%	292
4	77.1%	311	76.9%	282	74.9%	283
5	79.7%	193	77.9%	209	76.0%	188
6	80.1%	181	76.1%	172	72.6%	183
Total	70.7%	1600	65.3%	1551	64.2%	1520

*The number of students tested.

Figure A-4. PERCENT OF BLACK STUDENTS IN 14 PROJECT PASS SCHOOLS RECEIVING READING TOTAL SCORES BELOW THE 50TH PERCENTILE.

The patterns shown by the Project PASS students in Figure A-4 approximate the patterns seen in the districtwide data in Figure A-2: The percent of total students scoring below the 50th percentile as well as the amount of decline shown each year appear roughly comparable.

Consequently, the data seem to suggest Project PASS did not sufficiently impact reading achievement in its pilot year to cause a significant deviation from what normally would have been expected in the standardized test scores.

The achievement objective in reading was not met. Figure A-4 shows the percent of Project PASS students scoring below the 50th percentile in reading decreased by 1.1% from 1982-83. This falls short of the 5% decrease specified in the objective.

While a large decrease in the percent of Project PASS students scoring below the 50th percentile occurred from 1982 to 1983 at grade three, some large decreases also occurred at other grades (e.g., grades one and two) prior to the implementation of the project. Given the fluctuations that can occur within a grade level from year to year, very dramatic grade-level changes would be needed before the changes could be attributed to the project rather than the varying skill levels of different groups of students.

Math. Figure A-5 shows the percent of Black students in the 14 Project PASS schools who received Math Total scores below the 50th percentile in 1981, 1982, and 1983.

GRADE	1981	1982	1983
1	62.0% 303*	60.5% 299	64.4% 287
2	71.0% 304	61.9% 315	61.0% 280
3	70.9% 306	63.0% 273	53.9% 293
4	73.3% 308	72.4% 283	75.2% 287
5	81.4% 194	69.5% 211	74.0% 189
6	76.3% 182	79.6% 172	76.9% 182
Total	71.6% 1597	66.7% 1553	66.5% 1518

*The number of students tested.

Figure A-5. PERCENT OF BLACK STUDENTS IN 14 PROJECT PASS SCHOOLS RECEIVING MATH TOTAL SCORES BELOW THE 50TH PERCENTILE.

Once again, the patterns shown by the Project PASS students in Figure A-5 approximate the districtwide patterns shown in Figure A-3: The percent of total students scoring below the 50th percentile and the amount of decline each year appear comparable. These data indicate Project PASS did not have a measurable effect upon the math achievement of the Black students in the 14 schools.

According to the Project PASS coordinator, the staff did not have sufficient time to assist with the math instruction of Black students during the 1982-83 school year. Therefore, any project effects upon the math achievement of Black students would only be indirect.

Achievement at Blackshear and Winn

Blackshear. The percent of Black students at Blackshear scoring below the 50th percentile in reading and math for 1981, 1982, and 1983 are shown in Figures A-6 and A-7.

Examination of Figures A-6 and A-7 reveals a greater percentage of Black students at Blackshear score below the 50th percentile in reading and math than do districtwide.

GRADE	1981	1982	1983
1	*	*	*
2	*	*	*
3	*	*	*
4	81.6% 49**	84.0% 50	80.3% 51
5	79.1% 48	74.5% 45	80.7% 52
6	75.0% 36	76.0% 46	75.3% 38
Total	78.9% 133	78.7% 141	79.4% 141

*Blackshear is a K, 4-6 school.
**The number of students tested.

Figure A-6. PERCENT OF BLACK STUDENTS AT BLACKSHEAR RECEIVING READING TOTAL SCORES BELOW THE 50TH PERCENTILE.

82.47

GRADE	1981		1982		1983	
1	*		*		*	
2	*		*		*	
3	*		*		*	
4	79.5%	49**	79.1%	48	76.4%	51
5	77.5%	49	68.1%	44	74.0%	50
6	63.8%	36	80.4%	46	80.5%	36
Total	74.6%	134	76.0%	138	76.6%	137

*Blackshear is a K, 1-6 school.
**The number of students tested.

Figure A-7. PERCENT OF BLACK STUDENTS AT BLACKSHEAR RECEIVING MATH TOTAL SCORES BELOW THE 50TH PERCENTILE.

The total percent scoring below the 50th percentile in reading and math changed by less than 1% from 1982-83. This indicates Project PASS did not have a measurable impact upon the standardized reading and math test scores of the Blackshear students.

Winn. The percent of Black students at Winn scoring below the 50th percentile in reading and math for 1981, 1982, and 1983 are shown in Figures A-8 and A-9.

GRADE	1981		1982		1983	
1	50.0%	66*	38.8%	67	43.1%	58
2	50.6%	75	47.3%	95	36.1%	72
3	62.0%	87	60.0%	90	46.5%	88
4	70.2%	84	68.4%	92	69.1%	94
5	•		•		•	
6	•		•		•	
Total	58.9%	312	54.6%	344	50.3%	312

*Winn is a K-4 school. **The number of students tested.

Figure A-8. PERCENT OF BLACK STUDENTS AT WINN RECEIVING READING TOTAL SCORES BELOW THE 50TH PERCENTILE.

GRADE	1981		1982		1983	
1	51.5%	66**	44.7%	67	51.7%	58
2	60.0%	75	55.3%	94	53.5%	71
3	65.1%	86	56.6%	90	47.1%	89
4	72.6%	84	59.7%	92	75.0%	96
5	*		*		*	
6	*		*		*	
Total	63.0%	311	54.8%	343	57.9%	314

*Winn is a K-4 school. **The number of students tested.

Figure A-9. PERCENT OF BLACK STUDENTS AT WINN RECEIVING MATH TOTAL SCORES BELOW THE 50TH PERCENTILE.

Examination of Figures A-8 and A-9 reveals a smaller percentage of Black students at Winn score below the 50th percentile in reading and math than do districtwide.

Figure A-8 shows the total percent of students scoring below the 50th percentile in reading at Winn decreased by 4.3% from 1982 (54.6%) to 1983 (50.3%). However, since a decrease of 4.3% occurred from 1981 (58.9%) to 1982 (54.6%) before the implementation of the project, the decrease from 1982 to 1983 may simply reflect districtwide declines.

Figure A-9 indicates the total percent of students scoring below the 50th percentile in math at Winn rose by 3.1% from 1982 to 1983, after dropping by 8.2% from 1981 to 1982.

Information Need 1: How did the achievement of Black students retained in the spring of 1982 and in schools receiving preferred services in 1982-83 compare with the achievement of matched Black students in schools not receiving preferred services?

Figures A-10 and A-11 show the mean Reading Total and Math Total pretest, posttest, and gain scores on the ITBS for the Project PASS retainees and their matches.

		PROJECT PASS RETAINEES			MATCHED RETAINEES		
GRADE	N	PRE	POST	GAIN	PRE	POST	GAIN
K	0	0	0	0	0	0	0
1	29	.88	2.00	1.12	1.02	2.04	1.02
2	10	1.52	2.43	.91	1.50	2.37	.87
3	10	2.19	2.81	.62	2.42	3.23	.81
4	12	2.71	3.36	.65	2.90	3.70	.80
5	10	3.79	4.44	.65	4.03	5.30	1.27
6	2	4.15	4.90	.75	4.45	5.40	.95
Total	73	1.93	2.81	.87	2.09	3.06	.97

Figure A-10. MEAN READING TOTAL GRADE EQUIVALENT SCORES FOR RETAINEES. Mean pretest (April 1982), posttest (April 1983), and gain scores for the Project PASS retainees in the 14 preferred schools and the matched retainees.

		PROJECT PASS RETAINEES			MATCHED RETAINEES		
GRADE	N	PRE	POST	GAIN	PRE	POST	GAIN
K	0	0	0	0	0	0	0
1	31	1.08	1.79	.71	1.18	1.92	.73
2	11	1.85	2.46	.62	1.94	2.53	.59
3	10	2.77	3.87	1.10	2.87	3.46	.59
4	13	2.98	3.41	.42	3.21	3.75	.55
5	9	3.98	4.86	.88	4.04	4.62	.58
6	2	4.35	5.10	.75	4.40	5.00	.60
Total	76	2.17	2.89	.72	2.28	2.92	.64

Figure A-11. MEAN MATH TOTAL GRADE EQUIVALENT SCORES FOR RETAINEES. Mean pretest (April 1982), posttest (April 1983), and gain scores for the Project PASS retainees in the 14 preferred schools and the matched retainees.

Given the imperfections in the matching procedures and the small sample sizes at each grade, the data displayed in Figures A-10 and A-11 could not be sufficiently trusted to determine if significant differences existed between the achievement scores of the Project PASS retainees and their matches. To compensate for these factors the scores were collapsed across grades and regression analyses were performed.

The F values for the regression analysis in reading are shown in Attachment A-1. *The analysis revealed the gains of the Project PASS retainees and the matched retainees are not significantly different from one another in reading.* The significant F value found for the test of the full model (#1) versus the restricted model (#5) shows there is a curvilinear relationship between the pre- and posttest scores.

The F values for the regression analysis in math are shown in Attachment A-2. *The analysis revealed the gains of the Project PASS retainees and the matched retainees are not significantly different from one another in math.* The relationship was linear between pretest and posttest scores.

These results indicate Project PASS did not have sufficient impact on the reading and math achievement of the retainees in the preferred schools to significantly affect their achievement scores on a standardized test.

Information Need 2: How did the achievement of Black students retained in the spring of 1982 and in schools in which the entire faculty participated in Project PASS compare with the achievement of other Black students in schools not receiving preferred services?

Figures A-12 and A-13 show the mean Reading Total and Math Total pretest, posttest, and gain scores on the ITBS for the Blackshear-Winn retainees (combined) and their matches. The sample sizes were too small to do a separate analysis for each school.

		BLACKSHEAR-WINN RETAINEES			MATCHED RETAINEES		
GRADE	N	PRE	POST	GAIN	PRE	POST	GAIN
K	0	0	0	0	0	0	0
1	4	.77	2.25	1.47	.82	2.00	1.17
2	1	1.20	2.60	1.40	1.00	2.20	1.20
3	3	1.90	2.17	.27	2.27	3.10	.83
4	6	2.62	3.40	.78	2.67	3.65	.98
5	4	4.10	5.20	1.10	4.37	6.12	1.75
6	1	3.40	4.00	.60	4.00	4.20	.20
Total	19	2.39	3.33	.94	2.56	3.69	1.13

Figure A-12. MEAN READING TOTAL GRADE EQUIVALENT SCORES FOR BLACKSHEAR-WINN RETAINEES. Pretest (April 1982), posttest (April 1983), and gain scores for the Blackshear-Winn retainees and the matched retainees.

		BLACKSHEAR - WINN RETAINEES			MATCHED RETAINEES		
GRADE	N	PRE	POST	GAIN	PRE	POST	GAIN
K	0	0	0	0	0	0	0
1	4	1.15	1.77	.62	1.27	2.10	.82
2	1	1.60	2.70	1.10	1.50	2.70	1.20
3	2	2.40	3.60	1.20	2.50	3.40	.90
4	5	2.96	3.42	.46	3.26	3.92	.66
5	4	4.47	5.32	.85	4.27	4.65	.37
6	1	4.40	5.10	.70	4.40	4.70	.30
Total	17	2.83	3.56	.73	2.91	3.58	.67

Figure A-13. MEAN MATH TOTAL GRADE EQUIVALENT SCORES FOR BLACKSHEAR-WINN RETAINEES. Pretest (April 1982), posttest (April 1983), and gain scores for the Blackshear-Winn retainees and the matched retainees.

The scores were collapsed across grades and regression analyses were performed.

The F values for the regression analysis in reading are shown in Attachment A-3. *The analysis revealed the gains of the Project PASS retainees and the matched retainees are not significantly different from one another in reading.*

The F values for the regression analysis in math are shown in Attachment A-4. *The analysis revealed the gains of the Project PASS retainees and the matched retainees are not significantly different from one another in math.*

Again, Project PASS did not have sufficient impact on the reading and math achievement of the retainees at Blackshear-Winn to significantly affect their achievement scores on a standardized test. Given the small sample size, a strong effect would be needed to produce a measurable difference in the test scores.

READING

Regression Analysis for Project PASS Retainees and Matches
N = 73 Matches

FTEST-FTEST 1

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8084	48.1997	0.3443	0.1245	0.7248
REST	2	0.8082	48.2425			
DIFF.		0.0002	0.0429	0.0429	DF1= 1. DF2=	140.

FTEST-FTEST 2

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8084	48.1997	0.3443	6.1685	0.0027
REST	5	0.7915	52.4471			
DIFF.		0.0169	4.2474	2.1237	DF1= 2. DF2=	140.

FTEST-FTEST 3

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	2	0.8082	48.2425	0.3421	1.7378	0.1894
REST	3	0.8058	48.8371			
DIFF.		0.0024	0.5946	0.5946	DF1= 1. DF2=	141.

FTEST-FTEST 4

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8084	48.1997	0.3443	0.9257	0.3936
REST	3	0.8058	48.8371			
DIFF.		0.0025	0.6374	0.3187	DF1= 2. DF2=	140.

FTEST-FTEST 5

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	3	0.8058	48.8371	0.3439	1.1605	0.2831
REST	4	0.8043	49.2362			
DIFF.		0.0016	0.3991	0.3991	DF1= 1. DF2= 142.	

FTEST-FTEST 6

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	5	0.7915	52.4471	0.3693	3.3022	0.0712
REST	6	0.7866	53.6667			
DIFF.		0.0048	1.2197	1.2197	DF1= 1. DF2= 142.	

FTEST-FTEST 7

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	6	0.7866	53.6667	0.3753	1.0461	0.3082
REST	7	0.7851	54.0593			
DIFF.		0.0016	0.3926	0.3926	DF1= 1. DF2= 143.	

Attachment A-2
(Page 1 of 2)

MATH

Regression Analysis for Project PASS Retainees and Matches
N = 76 Matches

FTEST-FTEST 1

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8436	33.8745	0.2320	1.4605	0.2287
REST	2	0.8420	34.2133			
DIFF.		0.0016	0.3389	0.3389	DF1= 1. DF2=	146.

FTEST-FTEST 2

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8436	33.8745	0.2320	1.0845	0.3407
REST	5	0.8412	34.3778			
DIFF.		0.0023	0.5033	0.2516	DF1= 2. DF2=	146.

FTEST-FTEST 3

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	2	0.8420	34.2133	0.2327	1.7876	0.1833
REST	3	0.8401	34.6294			
DIFF.		0.0019	0.4161	0.4161	DF1= 1. DF2=	147.

FTEST-FTEST 4

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8436	33.8745	0.2320	1.6268	0.2000
REST	3	0.8401	34.6294			
DIFF.		0.0035	0.7549	0.3775	DF1= 2. DF2=	146.

FTEST-FTEST 5

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	3	0.8401	34.6294	0.2340	0.8641	0.3542
REST	4	0.8391	34.8316			
DIFF.		0.0009	0.2022	0.2022	DF1= 1. DF2=	148.

FTEST-FTEST 6

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	5	0.8412	34.3778	0.2323	1.8543	0.1754
REST	6	0.8392	34.8085			
DIFF.		0.0020	0.4307	0.4307	DF1= 1. DF2=	148.

FTEST-FTEST 7

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	6	0.8392	34.8085	0.2336	0.8360	0.3620
REST	7	0.8383	35.0038			
DIFF.		0.0009	0.1953	0.1953	DF1= 1. DF2=	149.

Regression Analysis for Blackshear-Winn Retainees and Matches
N = 19

FTEST-FTEST 1

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.7930	18.0354	0.5636	0.2923	0.5925
REST	2	0.7911	18.2001			
DIFF.		0.0019	0.1647	0.1647	DF1= 1. DF2=	32.

FTEST-FTEST 2

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.7930	18.0354	0.5636	1.2116	0.3110
REST	5	0.7773	19.4011			
DIFF.		0.0157	1.3657	0.6829	DF1= 2. DF2=	32.

FTEST-FTEST 3

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	2	0.7911	18.2001	0.5515	0.1960	0.6609
REST	3	0.7899	18.3082			
DIFF.		0.0012	0.1081	0.1081	DF1= 1. DF2=	33.

FTEST-FTEST 4

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.7930	18.0354	0.5636	0.2420	0.7865
REST	3	0.7899	18.3082			
DIFF.		0.0031	0.2728	0.1364	DF1= 2. DF2=	32.

READING

FTEST-FTEST 5

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	3	0.7899	18.3082	0.5385	0.4638	0.5004
REST	4	0.7870	18.5580			
DIFF.		0.0029	0.2498	0.2498	DF1= 1. DF2=	34.

FTEST-FTEST 6

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	5	0.7773	19.4011	0.5706	0.4168	0.5228
REST	6	0.7746	19.6390			
DIFF.		0.0027	0.2379	0.2379	DF1= 1. DF2=	34.

FTEST-FTEST 7

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	6	0.7746	19.6390	0.5611	0.6105	0.4399
REST	7	0.7707	19.9815			
DIFF.		0.0039	0.3425	0.3425	DF1= 1. DF2=	35.

MATH

Regression Analysis for Blackshear-Winn Retainees and Matches

N = 17 Matches

FTEST-FTEST 1

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8905	5.8265	0.2081	0.0435	0.8363
REST	2	0.8903	5.8356			
DIFF.		0.0002	0.0091	0.0091	DF1= 1. DF2=	28.

FTEST-FTEST 2

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8905	5.8265	0.2081	0.3058	0.7389
REST	5	0.8831	5.9538			
DIFF.		0.0024	0.1273	0.0636	DF1= 2. DF2=	28.

FTEST-FTEST 3

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	2	0.8903	5.8356	0.2012	1.8068	0.1893
REST	3	0.8835	6.1991			
DIFF.		0.0068	0.3636	0.3636	DF1= 1. DF2=	29.

FTEST-FTEST 4

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	1	0.8905	5.8265	0.2081	0.8954	0.4198
REST	3	0.8835	6.1991			
DIFF.		0.0070	0.3726	0.1863	DF1= 2. DF2=	28.

MATH

FTEST-FTEST 5

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	3	0.8835	6.1991	0.2066	0.1248	0.7264
REST	4	0.8830	6.2249			
DIFF.		0.0005	0.0258	0.0258	DF1= 1. DF2=	30.

FTEST-FTEST 6

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	5	0.8881	5.9538	0.1985	1.7472	0.1962
REST	6	0.8816	6.3005			
DIFF.		0.0065	0.3468	0.3468	DF1= 1. DF2=	30.

FTEST-FTEST 7

MODEL		RSQ.	SS(ERROR)	MEAN SQUARES	F	PROB
FULL	6	0.8816	6.3005	0.2032	0.1020	0.7516
REST	7	0.8812	6.3213			
DIFF.		0.0004	0.0207	0.0207	DF1= 1. DF2=	31.

Project PASS

Appendix B

OFFICE OF STUDENT AFFAIRS'
DISCIPLINE FILE

82.47

Instrument Description: Office of Student Affairs' Discipline File

Brief description of the instrument:

Tallies were conducted for data taken from the Office of Student Affairs' Discipline File. No instrument was used and no data file was developed.

To whom was the instrument administered?

Not applicable.

How many times was the instrument administered?

Not applicable.

When was the instrument administered?

Not applicable.

Where was the instrument administered?

Not applicable.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

Not applicable.

Who developed the instrument?

Not applicable.

Are there norm data available for interpreting the results?

Not applicable.

OFFICE OF STUDENT AFFAIRS' DISCIPLINE FILE

Purpose

The Office of Student Affairs' Discipline File (OSA) provided information relevant to the following decision and evaluation questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-1: To what extent were the objectives for Project PASS attained?

By May 1983 to demonstrate a decrease in the percent of Black pupils receiving long-term suspensions, in-school suspensions, and paddling by five percentage points.

Procedure

Larry Yawn and David Duty with the Office of Student Affairs served as liaisons in the data collection effort.

Both the 1981-82 and 1982-83 OSA files were accessed. OSA data prior to 1981-82 were not considered in that the discipline categories were not the same.

The number of Black students at the campuses was taken from the 1981-82 and 1982-83 Fall Survey of Pupils and Membership produced each October by the Department of Student Records and Reports.

The 14 schools receiving Project PASS preferred services were included in the analysis. Appendix A provides a listing of these schools. Govalle and Webb were excluded from the analysis because of their late entry in the project.

The in-school suspension information was not on the OSA file and was hand-tallied by OSA staff upon request from ORE (see Attachments B-1 and B-2). The use of in-school suspension is optional and few of the schools chose to use it.

The tallies and percentages were performed on the AISD computer using programs developed by the District Priorities data analyst.

Results

Evaluation Question D1-1: To what extent were the objectives for Project PASS attained?

> *By May 1983 to demonstrate a decrease in the percent of Black pupils receiving long-term suspensions, in-school suspensions, and paddling by five percentage points.*

The in-school suspension data could not be used to measure progress toward the objective in that only one school, Cook, used in-school suspension in both 1981-82 and 1982-83.

Figure B-1 shows the number and percent of Black students at the 14 preferred schools who were involved in disciplinary action during 1981-82 and 1982-83. Disciplinary action is defined as corporal punishment, long-term suspension, intermediate suspension, and short-term punishment.

Examination of Figure B-1 shows the objective was not met in that the total percent of Black students involved in disciplinary actions rose slightly from 4.6% in 1981-82 to 4.8% in 1982-83.

YEAR	TOTAL NUMBER BLACK STUDENTS ON 14 CAMPUSES	CORPORAL PUNISHMENT		LONG-TERM SUSPENSION		INTERMEDIATE SUSPENSION		SHORT-TERM PUNISHMENT		TOTAL	
		N	%	N	%	N	%	N	%	N	%
1981-82	1963	46	2.3%	0	0%	2	.1%	50	2.5%	90	4.6%
1982-83	2020	42	2.1%	0	0%	6	.3%	64	3.2%	96	4.8%

Figure B-1. NUMBER AND PERCENT OF BLACK STUDENTS AT THE 14 PROJECT PASS PREFERRED SCHOOLS INVOLVED IN DISCIPLINARY ACTION DURING 1981-82 AND 1982-83. Disciplinary action is defined here as corporal punishment, long-term suspension, intermediate suspension, and short-term punishment.

82.47

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 21, 1983

TO: Larry Yawn

FROM: Patsy Totusek

SUBJECT: Discipline Data for Project PASS

Attached is the format for the 1981-82 in-school suspension data needed for Project PASS. I will get back with you in May to discuss the 1982-83 data. Thanks for your help with this effort!

PT:rrf
Attachment

Approved: Zeda M Holley
Director, Office of Research and Evaluation

82.47

Attachment B-1
(Continued, Page 2 of 2)

IN-SCHOOL SUSPENSIONS FOR
BLACK STUDENTS IN 1981-82

SCHOOL	NUMBER OF BLACK STUDENTS	NUMBER OF BLACK STUDENTS INVOLVED IN IN-SCHOOL SUSPENSIONS			TOTAL NUMBER OF IN-SCHOOL SUSPENSIONS INVOLVING BLACK STUDENTS		
1. Barton Hills	65						
2. Blackshear	200						
3. Bryker Woods	88						
4. Campbell	227						
		1st Sem	2nd Sem		1st	2nd	
5. Cook	157	69	57	(126)	236	109	(345)
6. Cunningham	34						
7. Gullett	135						
8. Norman	141						
		1st	2nd		1st	2nd	
9. Rosewood	79	1	0	(1)	1	0	(1)
10. Sims	142						
11. Sunset Valley	170						
12. Winn	405						
		1st	2nd		1st	2nd	
13. Wooldridge	168	24	10	(34)	36	14	(50)
14. Wooten	90						
		1st	2nd		1st	2nd	
15. Govalle	176	31	8	(39)	70	(18)	88
16. Webb	74						

82.47

Attachment B-2
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

June 2, 1983

TO: David Duty

FROM: Patsy Totusek pt

SUBJECT: Discipline Data Needed for Project PASS

Attached is the format for the 1982-83 in-school suspension data needed for Project PASS. The three schools shown used in-school suspension in 1981-82, but it is not known whether they continued to use it in 1982-83.

Thanks for your help! Please call if you have questions.

PT:rrf
Attachment

Approved: Zeda Holley
Director, Office of Research and Evaluation

IN-SCHOOL SUSPENSIONS FOR
BLACK STUDENTS IN 1982-83

School	Number of Black Students Involved in In-School Suspensions		Total Number of In-School Suspensions Involving Black Students	
	1st Semester	2nd Semester	1st Semester	2nd Semester
1. Cook	32	71	81	169
2. Rosewood	No ISS	No ISS	No ISS	No ISS
3. Govalle	No ISS	No ISS	No ISS	No ISS

If Metz used in-school suspension in 1981-82 and 1982-83, the information shown above is needed for both years. If it exists and is available, please write the numbers at the bottom of this page.

4. Metz (Only 1981-82)	2	2	2	2

Project PASS

Appendix C

SPECIAL EDUCATION MANAGEMENT
SYSTEM FILE

INSTRUMENT DESCRIPTION: Special Education Management System File

Brief Description of the instrument:

Tallies were conducted for data taken from the Special Education Management System (SEMS) file. No instrument was used and no data file was developed.

To whom was the instrument administered?

Not applicable.

How many times was the instrument administered?

Not applicable.

When was the instrument administered?

Not applicable.

Where was the instrument administered?

Not applicable.

Who administered the instrument?

Not applicable.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

Not applicable.

Who developed the instrument?

Not applicable.

What reliability and validity data are available on the instrument?

Not applicable.

Are there norm data available for interpreting the results?

Not applicable.

SPECIAL EDUCATION MANAGEMENT SYSTEM FILE

Purpose

The Special Education Management System (SEMS) file provided information relevant to the following decision and evaluation questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-1: To what extent were the objectives for Project PASS attained?

By May 1983 to decrease by five percentage points the number of Black pupils assigned to special education classes.

Procedure

Jean Fox with the Department of Federal and State Compliance (Special Education) served as a liaison person in the data collection effort. She supplied information about the format and maintenance of the SEMS file.

Both the 1981-82 and 1982-83 SEMS files were accessed. Special education information prior to 1981-82 was not available on a data tape.

Students on the SEMS file are assigned a campus location if they are attending an AISD school. Students who are not attending an AISD school or who have returned to regular classroom instruction (RR) are assigned a 999 location code. Assignment to 999 is made on a continuous basis during the school year. The "date placed" on the SEMS file is the date the student entered the special education program.

The number of Black students at the campuses was taken from the 1981-82 and 1982-83 Fall Survey of Pupils and Membership produced each October by the Department of Student Records and Reports.

The 14 schools receiving Project PASS preferred services were included in the analysis. Appendix A provides a listing of these schools. Govalle and Webb were excluded from the analysis because of their late entry in the project.

In speaking with the Project PASS instructional coordinator in the fall of 1982 it became clear that three types of information were needed. A detailed description of each type of information follows.

I. The percent of Black students assigned to special education during the school year. = The number of Black LD and ED students at the 14 schools. / The total number of Black students at the 14 schools.

II. The percent of Black students first placed in special education during the school year. = The number of Black LD and ED students at the 14 schools with a placement date occurring during the school year. Include RR's. / The total number of Black students at the 14 schools.

III. The percent of Black special education students returned to regular instruction during the school year. = The number of Black LD and ED students at the 14 schools returned to regular classroom instruction during the school year. / The number of Black LD and ED students at the school during the year.

The tallies and percentages were performed on the AISD computer using programs developed by the District Priorities data analyst.

Results

Evaluation Question D1-1: To what extent were the objectives for Project PASS attained?

By May 1983 to decrease by five percentage points the number of Black pupils assigned to special education classes.

Assignment to Special Education

YEAR	NUMBER OF BLACK STUDENTS IN 14 SCHOOLS	NUMBER OF BLACK LD AND ED STUDENTS ON CAMPUS AT END OF YEAR			PERCENT BLACK LD AND ED STUDENTS OF BLACK STUDENTS ON 14 CAMPUSES		
		LD	ED	TOTAL	LD	ED	TOTAL
1981-82	1963	167	20	187	8.5%	1.0%	9.5%
1982-83	2020	176	26	202	8.7%	1.3%	10.0%

Figure C-1. NUMBER AND PERCENT OF BLACK STUDENTS ASSIGNED TO SPECIAL EDUCATION WITH LD AND ED CLASSIFICATIONS DURING 1981-82 AND 1982-83.

Figure C-1 shows 187 Black students were assigned to special education during 1981-82. To meet the objective, the 187 students assigned in 1981-82 would need to be reduced to 177 students in 1982-83. Since the number of Black students assigned to special education in 1982-83 was 202, the objective was not met.

Further examination of Figure C-1 reveals the percent of Black students assigned to special education increased slightly from 1981-82 (9.5%) to 1982-83 (10.0%).

Examining the percent of Black students assigned to special education compensates for the greater number of Black students on the campuses in 1982-83 than in 1981-82.

Placement in Special Education

YEAR	NUMBER OF BLACK STUDENTS IN 14 SCHOOLS	NUMBER OF BLACK ED AND LD STUDENTS PLACED DURING YEAR AND ON CAMPUS AT END OF YEAR			PERCENT OF BLACK LD AND ED STUDENTS PLACED		
		LD	ED	TOTAL	LD	ED	TOTAL
1981-82	1963	37	7	44	1.9%	.4%	2.2%
1982-83	2020	42	14	56	2.1%	.7%	2.8%

Figure C-2. NUMBER AND PERCENT OF BLACK STUDENTS PLACED IN SPECIAL EDUCATION WITH LD AND ED CLASSIFICATIONS IN 1981-82 AND 1982-83.

Figure C-2 reveals the percent of Black students in the 14 schools who entered special education during the 1981-82 and 1982-83 school years. The percentage increased from 2.2% in 1981-82 to 2.8% in 1982-83.

Students Returned to Regular Classroom Instruction

YEAR	NUMBER OF BLACK LD AND ED STUDENTS ON CAMPUS AT END OF YEAR			NUMBER OF BLACK LD AND ED STUDENTS RETURNED TO REGULAR INSTRUCTION DURING YEAR			PERCENT BLACK STUDENTS RETURNED OF BLACK LD AND ED STUDENTS		
	LD	ED	TOTAL	LD	ED	TOTAL	LD	ED	TOTAL
1981-82	167	20	187	2	0	2	1.1%	0%	1.1%
1982-83	176	26	202	2	0	2	1.1%	0%	1.0%

Figure C-3. NUMBER AND PERCENT OF BLACK LD AND ED STUDENTS RETURNED TO REGULAR INSTRUCTION DURING 1981-82 AND 1982-83.

Figure C-3 shows the number of Black special education students returned to regular classroom instruction remained the same from 1981-82 (2) to 1982-83 (2).

The data in Figures C-1 through C-3 suggest Project PASS did not have a measurable impact on the number of Black students who were placed, continued, or returned from special education in 1982-83.

Note: Check the "rounding" feature of the program used to generate these data.

Project PASS

Appendix D

PRINCIPAL INTERVIEW

82.47 Instrument Description: Principal Interview

Brief description of the instrument:

The interview form consisted of one closed-end question and seven open-ended questions.

To whom was the instrument administered?

An interview was conducted with the principals of the 16 schools receiving Project PASS preferred services.

How many times was the instrument administered?

Once to each principal.

When was the instrument administered?

March 1 through April 6, 1983.

Where was the instrument administered?

In the office of each principal.

Who administered the instrument?

The Project PASS evaluator.

What training did the administrators have?

Traditional instruction in interviewing procedures.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

The Project PASS evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

59

PRINCIPAL INTERVIEW

Purpose

Interviews with the principals of the schools receiving Project PASS preferred services provided information relevant to the following decision and evaluation questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-3: Did anything interfere with the implementation of the Project PASS activities in the schools receiving preferred services?

Evaluation Question D1-5: To what extent did the staff in the schools receiving preferred services feel the Project PASS materials, instructional methods, and consultation services were profitable?

Decision Question 2: If Project PASS is continued in 1983-84, should any changes be made in its implementation?

Evalaution Question D2-3: Are any changes recommended by the principals and teachers in the schools receiving preferred services?

Procedure

Appointments were made and interviews were conducted with the principals of the 16 elementary schools receiving Project PASS preferred services. These schools included: Barton Hills, Cook, Cunningham, Norman, Bryker Woods, Rosewood, Blackshear, Sunset Valley, Gullett, Govalle, Sims, Wooten, Campbell, Webb, Winn, and Metz. Each interview was conducted in the principal's office and lasted 30-60 minutes. A standardized interview format (Attachment A) was used for each interview. At the conclusion of each interview, the evaluator summarized the interview data and asked the interviewee if the summary was an accurate statement of the discussion which had occurred. Upon returning to the office, the evaluator reviewed the interview notes and made clarifications where necessary.

Results

The interview results will be presented within the context of the interview questions.

DID ANYTHING INTERFERE WITH THE IMPLEMENTATION OF THE PROJECT PASS ACTIVITIES AT YOUR SCHOOL?

The following is a summary of the responses given by the principals:

- No implementation problems were encountered. (Four principals)
- Some problems associated with the developmental status of the project were encountered. (Three principals)
- Implementation was delayed due to the school's late entry into the project. (Two principals)
- Teacher and trainer time restraints impeded implementation. (Six principals)
- Board action with regard to the approval of Project PASS produced a negative reaction on the part of some teachers. (Three principals)
- The Project PASS orientation sessions produced a negative reaction on the part of some teachers. (Six principals)

These responses are described in greater detail on the following pages. Statements made by the principals during the interviews are quoted or paraphrased to support the summary statements made above. When a response was given by more than one principal, a compiled statement was developed to capture the words and thoughts of those giving the response. Quotations or paraphrased statements made by the principals during the interviews appear in italicized print.

No Implementation Problems

A total of four principals said they experienced no problems in the implementation of Project PASS on their campuses.

No implementation problems were experienced. (Two principals)

No implementation problems were encountered. The trainer contacted me when she entered the building to let me know what she was doing. If I had special requests the trainer was always willing to help out. I feel the trainer is outstanding. The teachers like her and look forward to having her at the school. The trainer works with some of the students on a one-to-one basis and has gotten students to appreciate and like reading. (One principal)

No implementation problems occurred. The trainer was introduced as a member of the staff and received a good reception from the faculty. It has been a good six months. (One principal)

Issues Related to the
Developmental Status of the Project

Three principals stated the implementation problems they encountered (e.g., scheduling of services, unrealistic teacher expectations, dissemination of project information, etc.) were a feature of the developmental status of the project.

Nothing really interfered with implementation other than the fact that it was a developmental year for the project. Improvements were made as the staff got better acquainted with the school needs. For example, at first the trainer stayed for one-half day. Later this was changed to a full day twice a month and this gave teachers a greater opportunity to see the trainer. (One principal)

The teachers expected Project PASS to be a finished product. When they found out it wasn't, there was a negative reaction on the part of some of the teachers. Given the speed with which the project was approved and implemented, this had to be considered a developmental year. It's not reasonable to expect a polished package given the small amount of lead time the Project PASS staff had. (One principal)

Since this was the first year for the project, not all the teachers were aware of the services that were available and they were slow to request assistance. The teachers are now more aware of the services and are using them to a greater extent. (One principal)

Late Entry Into the Project

Two principals said the late entry of their schools in the pilot project has delayed the implementation process at their schools.

Teacher and Trainer
Time Restraints

At some schools the amount of project services provided and/or requested was limited by the time restrictions faced by the teachers or trainers.

The trainer was not able to do all that she could do because the teachers at the school did not have enough time to take advantage of the services--they were too busy with regular responsibilities. (One principal)

Teachers did not have the time to process the Project PASS information. Their immediate reaction was, "But that's true for all children!" That's right, but the techniques are especially good for Black students. The Project PASS ideas needed to be discussed by the teachers and adapted to their own teaching styles. The time pressure was so great the teachers could not assimilate the information quickly enough. (One principal)

The trainer was not always able to maintain her schedule at the school and this caused the teachers to be frustrated. Sometimes the trainer was able to keep appointments and sometimes not. Appointments were missed because the trainer was ill, because other things interfered, or because the trainer over-extended herself. Adequate follow-up was not provided. After awhile the teachers began to feel they weren't important and Project PASS became a lower priority. (Two principals)

The trainer has been absent some due to sickness. This might have hindered the implementation somewhat. (One principal)

The trainer was not able to be on campus during a number of her assigned days. This gave the teachers the impression that the teacher trainer didn't think it was that important to be on the campus. (One principal)

Reaction to Board Passage of Project PASS

Three principals said some teachers formed a negative opinion about Project PASS before Project PASS was even implemented in the schools. These teachers were angered by the hurried manner in which the School Board approved the project.

Some teachers were turned off by the quick passage of the project by the Board. They thought the Board was responding to group pressure. They felt teacher input should have been obtained before a decision was made. They resented AISD money being committed in such a hurried, unresearched manner. This caused some teachers not to have an open mind about the project. (Three principals)

Reaction to the Project PASS Orientation Sessions

The Project PASS staff conducted orientation sessions at the 16 schools receiving preferred services. Some principals said the way in which the sessions were conducted caused some teachers to have an unfavorable reaction to the project.

The Project PASS presentation to the faculty caused a negative reaction and a lot of apprehension. The presenters talked down to the teachers as if the teachers knew nothing about teaching Black students. Some of the teachers got the impression the presenters were saying, "You haven't done a good job and we're here to show you how to teach." This impression turned some teachers off to the project. (Six principals)

Some teachers who had an unfavorable reaction to the orientation session were not receptive toward Project PASS during the school year. Other teachers changed their minds about the project after interacting with a teacher trainer.

In the initial presentation the teachers resented the fact that general statements were applied to all Black children. The presentation actually divided the faculty and the teachers are still recovering from it. The teacher trainer has made some progress in winning teachers to the concept, but on the whole there has not been a lot of success. (One principal)

Following the initial presentation, the staff did not want to get involved with the project. However, since that time the teacher trainer has turned the teachers' reactions around. She has been very receptive to the teachers' feelings. She has been cooperative and has not imposed herself on others. (One principal)

WHAT WERE THE MOST VALUABLE SERVICES OFFERED BY THE TEACHER TRAINERS?

- Inservices, classroom observations, or demonstrations were valuable. (Six principals)
- The consultation with individual teachers was valuable. (Two principals)
- The trainer's manner of working with students and teachers was valuable. (Seven principals)
- There was an increased sensitivity to the instructional needs of Black students. (Four principals)
- The most valuable services have not yet been identified. (Two principals)
- No valuable services have been provided. (One principal)

Inservices, Demonstrations, Observations

The inservices were valuable. (Three principals)

The classroom observations were useful. (Two principals)

The demonstrations were well received. (One principal)

Consultation Services

The individual consultation with teachers was the most valuable service. This gave teachers the opportunity to ask questions about their particular needs. (Two principals)

Manner of Working with Students and Faculty

A number of principals were pleased with the good rapport the trainer established with teachers. Others commented that their trainers demonstrated excellent teaching techniques. Some principals said their trainers worked well with students, helping them to feel confident and positive about themselves.

I have been pleased with the teacher trainer's manner of working with teachers. The teacher trainer has been easy to work with, wanted to help, and was ready to recognize the efforts made by the school staff. I was glad the teacher trainer did not come to the school with a critical attitude. The trainer is an excellent teacher who has demonstrated good teaching techniques. (Two principals)

It was good to have someone available who could identify with and relate to Black children. The trainer used reading instruction as a way of counseling with students. I couldn't be more pleased with the project. I couldn't ask for anything better. (One principal)

The trainer came into the school and made the teachers feel as if she was one of them. There was no feeling of snooping or monitoring--a good rapport was established. She was very good at helping students feel successful and positive about themselves. (One principal)

It is very important for the teacher trainers to develop credibility with the staff. Teachers won't respond if they think someone is monitoring their services or looking over their shoulder all the time. The teacher trainer really has to show she cares. The more she's around the easier this is to achieve. Our teacher trainer tried very hard in this area and did well. (One principal)

The direct contact with some students was important. (One principal)

The trainer helped the teachers generate a lot of ideas. (One principal)

Increased Sensitivity to the Needs of Black Students

The presence of the trainer made the teachers more aware of the special needs of Black students and made them examine their teaching strategies more carefully. (Three principals)

The teachers are more conscious of the oral traditions of the Black culture. They see the need to have Black students participate orally. (One principal)

Other

I don't know what the most valuable service is. (Two principals)

There was no value in the services provided. The instruction did not meet the unique needs of Black students. (One principal)

DID PROJECT PASS HAVE AN IMPACT ON THE STUDENTS?

- I do not know if the project had an impact on students. (Seven principals)
- Yes, the project had an impact on students. (Five principals)
- No, the project did not have an impact on students. (Four principals)

Insufficient Information

It's still too early to tell if the project impacted students due to the late implementation of the project on this campus. (Two principals)

There is not enough information to determine if the project has had an impact on students. (Five principals)

Students Impacted

Some principals said students had been impacted due to the trainer's work with the teachers. Others implied students were impacted because of the trainer's direct contact with students. One principal stated students had been impacted in a positive way during the school year, but did not know how much Project PASS contributed to this.

The presence of the trainer made the teachers more aware of their instructional strategies. This awareness helped the teachers impact the students. (One principal)

The students looked forward to seeing the trainer. (One principal)

The retainees at the school have shown much progress. The trainer was a strong factor in improving the self-confidence of the students. (One principal)

Anytime someone is working with a child on a one-to-one basis the child will benefit from it. (One principal)

I think it has helped the Black parents and Black students to know that the project is at the school this year. There is less anxiety this year and fewer discipline problems. The Black students also seem to have a better self-image. However, there are other variables which could have contributed to this. The teachers are learning more about what to teach in a paired school and the kids have been in the same environment for a couple of years. I think those factors all contribute to a more settled and disciplined school. Project PASS has contributed to this atmosphere but I can't say how much. (One principal)

Students Not Impacted

Some principals said Project PASS has failed to impact students because it has not been of sufficient benefit to teachers or Black students. One principal stated it has promoted more segregation and has had a negative impact on Black parents in the areas of retention and special education.

There has not been enough benefit to teachers to make a difference. (One principal)

Project PASS has not had a special impact on Black students. The techniques which have been demonstrated have been good for all students and not Black students alone. (One principal)

In the past the District and school staff have tried to work together to produce an integrated system. However, Project PASS has directed a lot of attention toward the Blacks and has created more segregation. I also think a negative impact has been made on parents. I think they feel threatened because they've been told too many Black students have been retained or placed in special education. (One principal)

There has been a negligible impact on students. (One principal)

WERE THERE ANY DISAPPOINTMENTS WITH THE PROJECT?

- No disappointments were experienced. (Three principals)
- Some principals were not satisfied with the performance of their trainers in relating to teachers or conducting classroom demonstrations. (Four principals)
- Some principals expressed disappointment with the instructional techniques recommended by Project PASS. (Five principals)
- Some principals questioned the role Project PASS is taking with regard to special education and retention. (Four principals)
- One principal was disappointed teachers had not taken greater advantage of the services.

No Disappointments

There were no disappointments with the project, although there are still a lot of unanswered questions about the project and how effective it is. (One principal)

There were no disappointments with the project. (Two principals)

Disappointment with Trainer

Some principals were not satisfied with the performance of their trainers in relating to teachers or conducting classroom demonstrations.

> *An adversary relationship developed with the Project PASS staff. The teachers got the impression they were always wrong and the Project PASS staff was always right. They were afraid to discuss things with the teacher trainer because they were sure to get a defensive response. (One principal)*

> *After making an initial contact with each teacher the trainer wanted to go back into the classrooms without an invitation. The teachers thought the trainer was invading their territory. The trainer would tell teachers in the hallway, "I know there are problems in your classroom and I'll be in to see you." This approach made the teachers feel they were being monitored and alienated them from the project. (One principal)*

> *I got feedback from my teachers that the trainer was not always adequately prepared for classroom demonstrations and sometimes made grammatical errors or missed the major themes in stories or poems. This was not satisfactory behavior for a master teacher. (One principal)*

> *The trainer was only willing to do pre-packaged demonstrations. She was not willing to demonstrate something the teacher brought up that was an immediate issue in the classroom. (One principal)*

Disappointment with Instructional Techniques

Some principals expressed disappointment that new instructional strategies were not identified by Project PASS.

> *The teachers were eager to listen to someone who might have something new to tell them. They were disappointed that the information they received wasn't more dramatic. The emphasis on participation was good to incorporate into the curriculum. But much of what the Project PASS staff is teaching is what good teachers have been doing all along. The techniques seem good for all students, not just Black students. (Three principals)*

> *Black retainees have special instructional needs but Project PASS has not identified any new types of instructional approaches to use with them. The expectation had been that Project PASS would offer something that was different and innovative. The techniques which have been covered are just the repertoire any good teacher would try in attempting to get a response from a child. Nor have Black students been any more receptive to the Project PASS instructional strategies than to other instructional strategies. (Two principals)*

Questions About the Role Project PASS is Taking with Regard to Special Education and Retention

Some principals appreciate the questions Project PASS is asking about the referral of Black students for special education and retention. Other principals question the stance taken by Project PASS on these issues.

> *The teacher trainer asked some questions (e.g., "What are you doing for retainees? What is being done to enhance their self-concept?") that made the staff consider what had been done in these areas. It was good for the school to think about these things. (One principal)*

> *At first I thought the purpose of Project PASS was to raise the achievement levels of Black students. But then the emphasis seemed to shift to working with Black retainees. Last year the teachers went through a lot of soul searching with the new retention policy and it seems to be working. But with the focus on Black retainees, the teachers are asking "Are we not supposed to retain any Black students?" (One principal)*

> *The Project PASS staff talks against placing Black kids in special education and retaining them. They talk in generalities. It's necessary to look at the specifics of each case because each case is different, and AISD policy does not make it simple to retain any child or place any child in special education. (One principal)*

> *The teacher trainer showed a lack of support for AISD policies in the areas of special education and retention. Rather than complaining about the policies, it would be better for the teacher trainer to work in a constructive fashion with parents and teachers to change the policies if they need changing. As it was, the teacher trainer acted almost as an adversary in this area instead of an instructional team member. (One principal)*

> *Some Project PASS staff members implied some children were placed in special education because they were Black. The principal resented this implication and the pressure being applied in this area. (One principal)*

Disappointed in Teachers Not Using Services

> *I was disappointed that the teachers did not take advantage of the services being offered. I think part of this was that they didn't realize they had a need. (One principal)*

ON THE BASIS OF YOUR EXPERIENCE THIS YEAR, DO YOU HAVE ANY SUGGESTIONS FOR THE TRAINER OR THE PROJECT PASS COORDINATOR?

- More trainer contact with individual students is needed. (Five principals)
- More trainer contact with parents could contribute to the school effort. (Three principals)
- Trainers need to spend more time on campus. (Four principals)
- Better communication is needed with principals. (Four principals)
- The trainer's role and the objectives of the project need clarification. (Five principals)
- Trainers should be involved with schools early in the school year. (Two principals)
- A team approach is needed between trainers and teachers. (Two principals)
- Trainers should not try to work with an entire faculty. (Two principals)
- Trainers should be encouraged to meet with groups of teachers. (One principal)

More Student and Parent Contact

The principals made recommendations for the project in several areas. A number of the principals would like the trainer to spend more time working with individual students as well as parents.

The teacher trainer has worked primarily with teachers and very little with students. The trainer needs to work on a one-to-one basis with Black students (especially Black retainees) who need special help. The trainer needs to try out different instructional approaches with the student and then consult with the classroom teacher as to their effectiveness. (Five principals)

Many parents are fearful of attending school functions or talking to the classroom teacher. The trainer could act as a liaison between the classroom teacher and parent. The teacher trainer might provide transportation for the parent, might go with the parent to visit the school or classroom teacher, etc. Such teamwork between the teacher trainer and the classroom teacher could really contribute to the school effort. (Three principals)

More Campus Time

Some principals indicated a need for the trainer to spend more time on campus.

> *Having a teacher trainer on campus for half a day each week is insufficient to make an impact on students. The teacher trainer should be on campus more than once a week. (Four principals)*

Better Communication With Principals

Other principals stressed the importance of more productive principal-trainer conferences. These conferences are needed to help the trainer understand the school environment and to provide feedback for the principal.

> *The principal needs to meet with the teacher trainer to discuss the special needs of the campus. This is especially important for teacher trainers who are new to the District. (One principal)*

> *The principal needs more feedback from the teacher trainer about who the teacher trainer is working with in the school and what the teacher trainer is doing. The teacher trainer did give me a list of the activities she would be conducting in her preferred schools during each month. However, I wanted more specific information about the trainer's activities in my own school. (One principal)*

Two principals made comments that suggested a need for the principals to meet with the coordinator as a group to discuss the status of the project, share ideas, and make modifications if necessary.

> *The coordinator has implied the project has been more successful at some schools than others. At my school I arranged for the teacher trainer to have a workspace, placed a box for suggestions, and arranged some meetings with school staff, and still things have not clicked. I don't know why. (One principal)*

> *The coordinator of the project should meet with the principals on a regular basis to discuss the status of the project. This project has been implemented in a vacuum with far too little communication. If the coordinator does not meet with the principals, the coordinator will miss out on some valuable input. The principals want the opportunity to discuss their reactions as a group with central administration. (One principal)*

Clarity of the Objectives

Some principals feel the trainer's role and the objectives of the project need greater definition.

> *The objectives of the project do not appear to be clear to the teachers. The teachers had the opportunity to ask questions at the orientation but did not know what to ask. (Two principals)*

> *The manner in which the teacher trainer is supposed to work with students and teachers needs to be clarified. (Two principals)*

> *It would be helpful if the teacher trainer shares some actual examples of how she has worked with particular students and teachers. This would clarify what the teacher trainer has to offer. (One principal)*

Introduction and Approach to Teachers

Two principals stated that trainers should be involved early and the use of their services encouraged. Other principals see a need for a more open and accepting relationship between the trainers and teachers.

> *The teacher trainer needs to be involved with the school right at the beginning--the first week the teachers report back. The trainer needs to be introduced as a staff member and teachers need to be encouraged to use the services. (Two principals)*

> *A team approach is needed between the trainer and the teachers. Both the teachers and the trainers need to be open to each other's ideas. Discussion of the recommended strategies in an open, non-threatening situation by all the teachers would have been very valuable, especially since the Project PASS ideas were not a finished package yet. (Two principals)*

Two principals believe the trainer should work with only a few teachers on each campus during the first year of implementation. Another principal recommended trainers work with groups of teachers more frequently.

> *The teacher trainer should not try to work with the entire faculty. She should begin to work with a small core of teachers and expand only as she is able. The teacher trainer would feel more successful if a core of teachers was using the techniques and was receiving good follow-up. (Two principals)*

> *The more the trainer meets with a group of teachers the better the teachers will receive the program and the faster the information will be disseminated. In a group situation the teachers can share and discuss ideas. (One principal)*

WHAT IS NEEDED FOR PROJECT PASS TO BE SUCCESSFUL ON A CAMPUS?

- A positive principal who encourages teachers to use the services is important. (Three principals)
- Project PASS would function best at campuses with a high Black or retainee enrollment. (Three principals)
- More Project PASS staff are needed. (One principal)
- The principal's response to this question was essentially the same as that provided under "Do you have any suggestions for the trainer or Project PASS coordinator?" (Eight principals)
- The principal did not know. (Two principals)

Positive Principal/Encouragement of Teachers

A positive principal is very important. The principal must set the tone. Teachers must be encouraged to get all the help they can for students. (Three principals)

Implemented at Campuses With High Black/Minority Enrollment

Project PASS is needed the most on campuses with the greatest number of retainees and on campuses with the greatest number of low SES students. (One principal)

A high percentage of Black students (20% or more) is needed for Project PASS to be a success. If there are fewer Black students, the trainer does not have enough to work with. (One principal)

Project PASS has tried to accommodate too many different types of school situations in its pilot year. It would probably be best to develop and polish the Project PASS activities on a campus with a high Black enrollment. The project should be fully developed with Black students and then expanded to other campuses. (One principal)

More Staff Needed

More staff is needed. The present staff is stretched too thin. Instead of doing inservices themselves, authorities on the campus should be brought in. (One principal)

Don't Know

Project PASS is still too new on my campus for me to answer this question. (Two principals)

DOES A SCHOOL NEED TO HAVE A TEACHER TRAINER ON A CAMPUS MORE THAN ONE YEAR?

- Yes. (Six principals)
- Yes, only if the same trainer is assigned to the school. (Two principals)
- No. (Three principals)
- The funds should be used in a different manner. (Two principals)
- Don't know. (Three principals)

Trainer Needed More Than One Year

A school needs a trainer every year to reinforce what has been taught previously. (Two principals)

My teachers are just beginning to understand the project and the project is just beginning to get its feet off the ground. A trainer should be assigned to this campus until the project objectives are met. (One principal)

A Project PASS person is needed on campus each year because teachers and students change. (One principal)

If a school has a high Black enrollment (over 30%), it would be best to have a trainer more than one year or until the Black students are achieving on a comparable level. This continuity is probably not as necessary on campuses with a smaller Black population. (One principal)

There needs to be the continuity of having the same person for more than a year. It takes time to get to know a staff and to learn how to work with them. (One principal)

Same Trainer Preferred

Two principals responded to this question in terms of their own schools. They said they were only interested in having a trainer in 1983-84 if the same trainers were assigned to their schools.

Trainer Not Needed More Than One Year

If the project is to have a districtwide impact it would probably be better for trainers to go to other schools. (One principal)

Two principals answered this question in terms of their own schools.

I do not want a trainer next year. My enthusiasm has waned with each new frustration. I do not know if the same problems would have developed with another trainer or not. (One principal)

I do not want the trainer back on campus unless new instructional approaches are identified. I have nothing against the trainer, but the project did not accomplish what it was intended to accomplish. (One principal)

Use Funds in a Different Manner

Project PASS is not necessary. If the goal of AISD is to reduce the number of kids retained and placed in special education, then all ethnic groups should be addressed. If Project PASS provided extra services for all ethnic groups then it would be worthwhile. Perhaps the recommendation should be that more instructional coordinators should be hired to serve all kids. (One principal)

There were some valuable things about Project PASS but they were not sufficient to warrant the cost of the project. I would rather have my trainer as a teacher to reduce the pupil-teacher ratio. (One principal)

PROJECT PASS PRINCIPAL INTERVIEW

March 1983

School:_____ Date:_____

1. What services were provided by the Project PASS staff for your teachers?

   _____ Workshops

   _____ Classroom Observations

   _____ Classroom Demonstrations

   _____ Consultation Services

2. Did anything interfere with the implementation of the Project PASS activities at your school?

3. On the basis of your experiences this year, do you have any suggestions for the teacher trainer or the Project PASS coordinator?

4. What were the most valuable services offered by the teacher trainers?

5. Do you feel Project PASS had an impact on the students?

6. Were there any disappointments with the project?

7. What is needed for Project PASS to be successful on a campus?

8. Does a school need to have a teacher trainer on campus more than one year?

Project PASS

Appendix E

PROJECT PASS INSTRUCTIONAL COORDINATOR INTERVIEW

82.47 Instrument Description: Project PASS Instructional Coordinator Interview

Brief description of the instrument:

The interview form consists of nine, open-ended questions.

To whom was the instrument administered?

The Project PASS instructional coordinator.

How many times was the instrument administered?

Once.

When was the instrument administered?

May 19, 1983.

Where was the instrument administered?

The Project PASS instructional coordinator's office.

Who administered the instrument?

The Project PASS evaluator.

What training did the administrators have?

Traditional instruction in interviewing procedures.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

The Project PASS evaluator.

Are there norm data available for interpreting the results?

No.

PROJECT PASS INSTRUCTIONAL COORDINATOR INTERVIEW

Purpose

An interview with the Project PASS instructional coordinator provided information relevant to the following decision and evaluation questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-3: Did anything interfere with the implementation of the Project PASS activities in the schools receiving preferred services?

Decision Question 2: If Project PASS is continued in 1983-84, should any changes be made in its implementation?

Evaluation Question D2-1: Are any changes recommended by the Project PASS instructional coordinator?

Procedure

An interview was conducted with the Project PASS instructional coordinator on May 19 using the format shown in Attachment E-1. The findings will be presented within the context of the interview questions.

Results

WHAT DO YOU SEE AS SOME OF THE MOST IMPORTANT THING(S) THAT HAPPENED AS A RESULT OF PROJECT PASS?

A list of the dominant attributes held by Black students who are not succeeding in school was developed this year. Then when a student with scholastic problems was identified, an attempt was made to discover which of the dominant attributes the student displayed. After this determination had been made, an individualized learning plan was developed for the student. The learning plan consisted of instructional strategies which were matched to the student's dominant attributes. The instructional coordinator said the use of such instructional strategies would increase the likelihood of greater Black achievement. In talking with others, the instructional coordinator discovered the name attached to this diagnostic/instructional strategy is called ethnoanalysis. The instructional coordinator feels the development and use of this approach is one of the most valuable things done this year. While it was used on a pilot basis during 1982-83, the instructional coordinator plans to use it with all Black retainees during 1983-84.

The instructional coordinator said devising a system to help teachers expand their thinking about reading instruction was another important step. Seeing reading from a different perspective helps teachers understand how instruction can be altered to meet the needs of students. For example, the instructional coordinator said if reading is seen as a conversation with an author, reading becomes a more verbal activity. When reading instruction is approached as a verbal activity, the usefulness of such strategies as choral reading and Reader's Theater becomes more apparent.

The instructional coordinator said Project PASS has also made a significant contribution to the community. The instructional coordinator said she came into contact with many parents who were afraid to approach school personnel, but who felt comfortable coming to the Project PASS office. These parents were very concerned about their children, but didn't want to go to the schools by themselves. The instructional coordinator said these parents often asked her how a question should be phrased or how a subject could be discussed with school staff.

The instructional coordinator said the project also seemed to be meeting a need felt by special education teachers. The instructional coordinator said these teachers are concerned that their students do not show much progress, and Project PASS has raised their level of awareness with regard to considering other instructional approaches.

WHAT HAS BEEN DONE ON THE CAMPUS LEVEL TO DEFINE THE OBJECTIVES OF THE PROJECT AND CLARIFY THE ROLE OF THE TRAINER?

The instructional coordinator said the objectives of the project and the role of the trainers were defined first during the Project PASS presentation at the administrator's workshop, and later at the orientation sessions conducted in the schools. Following these presentations, an initial planning session for each school was conducted with the instructional coordinator, the principal, and the assigned trainer in presence. The instructional coordinator then met with the principal three additional times in a conference setting. The trainer assigned to the school did follow-up work with the teachers and in so doing reviewed the project goals and the types of services available.

WHAT HAS BEEN DONE ON THE CAMPUS LEVEL TO INSURE GOOD COMMUNICATION AND FEEDBACK WITH THE PRINCIPAL AND STAFF?

The instructional coordinator said the sessions with the principals had been productive. She said after the first visit she felt the principals began to feel comfortable enough to say what they liked or disliked about the project. The instructional coordinator said she was satisfied with the amount of input the principals provided.

The instructional coordinator stated that she knew teachers would dislike what Project PASS had to say about the instruction of Black children. However, she felt it was best to state very clearly during the orientation sessions that Black children were not performing well because the instruction provided for them was inappropriate. She used test data from ORE to document the poor achievement of Black students. The instructional coordinator found some teachers did not know Blacks were performing so poorly in AISD. Other teachers resented the fact that a finding which they felt so personally was stated in such a public fashion. However, the instructional coordinator said she did not think changes would be made in the schools unless the situation was clearly explained to the teachers.

To offset the negative reaction to the orientation session, the instructional coordinator tried to assign a trainer to the school who was not involved in the orientation presentation. Since some teachers had a negative attitude toward the instructional coordinator for bringing attention to the issue, the instructional coordinator tried to stay out of the schools as much as possible. This meant the instructional coordinator was largely dependent upon the trainers as to how the teachers were responding to the project throughout the year.

AT THIS POINT, HOW DO YOU FEEL THE PROJECT HAS BEEN RECEIVED BY THE PRINCIPALS OF THE PREFERRED SCHOOLS?

The instructional coordinator said the Director of Elementary School Curriculum held a meeting with the principals of the preferred schools, the instructional coordinators, and the trainers on April 12. The proceedings of that meeting are outlined in Attachment I-2.

The instructional coordinator said most of the principals of the preferred schools were able to attend the April 12 meeting. Of these, all but one principal indicated they would like to participate in the project for a second year. According to the instructional coordinator, the principals wanted a written statement from the School Board that the project would be refunded and their schools would be allowed to participate again. One principal wanted to change trainers but the others wished to keep the trainers they had. The instructional coordinator felt these actions demonstrated a strong vote of confidence in the project.

HOW DO YOU FEEL THE PROJECT HAS BEEN RECEIVED BY THE TEACHERS AT THE PREFERRED SCHOOLS?

As stated previously, the instructional coordinator expected the teachers' initial reaction to the project to be negative. She hoped the teachers would become more positive as they were exposed to the recommended activities.

The instructional coordinator said at the beginning of the project some teachers generated a lot of reasons why the Black students were not performing well academically (home life, socio-economic status, etc.). Others went through a stage in which they demanded proof that the recommended strategies worked.

The instructional coordinator said the teachers who have tried the strategies and say they work insist the strategies are appropriate for children of all ethnic groups. As a result, the teachers conclude the project did not accomplish what it intended to accomplish.

The instructional coordinator said it was important for these teachers to understand the Project PASS activities were not intended to benefit Black students alone. Although that was the target population, the recommended strategies are beneficial for all children.

Overall, the instructional coordinator felt the negative response displayed by the teachers has settled down, at least to the extent that the Director of Elementary School Curriculum is no longer receiving telephone calls from teachers about the project.

DID ANYTHING INTERFERE WITH THE IMPLEMENTATION OF PROJECT PASS?

The instructional coordinator said the comfort level of the principal made a difference in the initial implementation of the project. Greater services could be provided on those campuses where the principal was a risk taker and was willing to try more to improve student achievement.

The instructional coordinator thought the District was generally supportive of the project and the materials provided were reasonably good.

Not having a person available to handle parent contacts caused some problems, in that the parent concerns took a good portion of the instructional coordinator's time.

The instructional coordinator said very little was done with math this year in that the need for reading assistance was so great.

WOULD YOU PROVIDE SOME EXAMPLES OF THE NEW STRATEGIES AND MATERIALS INTRODUCED?

The instructional coordinator said some of the strategies and materials which were introduced (e.g., choral reading and the Bill Martin books) were not new in the sense that teachers had never heard about them before. But the reasons and ways of using the strategies and materials were new, and they were new for the students in that the students had not been exposed to them before in a consistent manner.

WERE THERE ANY DISAPPOINTMENTS WITH THE PROJECT?

The instructional coordinator said some of the teachers who were using the Project PASS activities in their classrooms were willing to admit they had changed their instructional practices while other teachers were not. The instructional coordinator felt some teachers would not say they had changed their instructional approach because they felt guilty about their initial negative reaction to the project, they didn't want to admit they had needed help, or they didn't want to credit the source of their help.

IN THE PROJECT PASS INTERIM REPORT YOU RECOMMEND THE ADDITION OF ONE FULL-TIME TEACHER TRAINER AND ONE HALF-TIME PARENT ASSISTANT. DO YOU SEE ANY OTHER CHANGES THAT ARE NEEDED IN THE PROJECT?

The instructional coordinator saw the need for two changes:

- An ethno-analysis should be performed for all retainees.
- The parent component should be reorganized, particularly if additional staff is available.

OTHER COMMENTS:

The instructional coordinator said many principals feel pressure to retain some students each year. This pressure may come from the District retention policy or from peers. To retain too many or too few students is to be open to suspicion.

The instructional coordinator said some principals saw a goal to decrease the number of retainees to be in conflict with the District policy. However, the instructional coordinator said it is not the role of Project PASS to recommend or not recommend a student for retention. Rather, their approach is to identify the instructional process to which the student has been exposed. If the process has not been successful, then they believe another instructional process should be tried.

The instructional coordinator also said working one-on-one with students helps the students but doesn't help the teachers. The teachers would prefer to hand the students who are not doing well over to the Project PASS staff, but the project does not have sufficient staff to operate in this fashion. The instructional coordinator said the goal of the project is to train teachers so that a greater number of students can then be impacted.

Project PASS
Instructional Coordinator Interview

1. What do you see as some of the most important thing(s) that happened as a result of Project PASS?

2. What has been done on the campus level to define the objectives of the project and clarify the role of the trainer?

3. What has been done on the campus level to insure good communication and feedback with the principal and staff?

4. At this point, how do you feel the project has been received by the principals of the preferred schools?

5. How do you feel the project has been received by the teachers at the preferred schools?

6. Did anything interfere with the implementation of Project PASS?

7. Would you provide some examples of the new strategies and materials introduced?

8. Were there any disappointments with the project?

9. In the Project PASS interim report you recommend the addition of one full-time teacher trainer and one half-time parent assistant. Do you see any other changes that are needed in the project?

AUSTIN INDEPENDENT SCHOOL DISTRICT
Division of Instruction
Department of Elementary Education
April 25, 1983

To: Elementary Principals

From: Ruth MacAllister
Timy Baranoff

Subject: Project PASS 1983-84

In the fall of 1983, the District implemented Project PASS as a new program in our elementary schools. As you know the program's goals spoke of improving achievement and motivation of Black students and reducing the number of referrals of Black students for disciplinary action and special education.

Our school district, endorses any program which endeavors to improve the achievement of its students. This program through the "preferred" schools and the principals who lead them, has brought to campuses new ideas for teachers to consider. The way in which this has occurred has varied from campus to campus. Perhaps this is as it should be. Each school is unique in some way and each should have some options for how new ideas will be introduced on the campus. The District is pleased that so many of you were willing to invite this program onto your campus.

A new year is just around the corner. The budget for Project PASS for 1983-84 has been submitted. In the past month or so, the staff of the program has been busy reviewing its 1982-83 activities and making plans for a successful re-entry into schools when the new school year begins.

On April 12, some of you were able to attend a meeting at Thompson Center with the staff of Project PASS and Timy Baranoff. Discussed were strategies that contributed to the successful implementation of the program and some ideas that could make 1983-84 a more productive year for Project PASS and a more successful year for students. These ideas are described in the attachments.

The questions arose about whether or not the teacher trainers would be assigned to the same schools next year. Ms. Hollins has requested an additional teacher trainer and a half-time parent advisory position. We do not know if these positions will be funded. If a fifth teacher trainer were hired, principals could have more teacher trainer time but there might be changes in assignment. Ms. Hollins will let you know as soon as possible about staff assignment.

We spoke earlier of diversity and options at the 16 campuses. To expedite information sharing, we are asking you to read attachment #3 and to check areas of service that might be of interest to you and your staff in 1983-84. We compiled this list by looking at the various ways the teacher trainers work at the various campuses.

Thank you for your help and support. We have a common goal, improving the educational services we provide for students.

Attachments

Attachment 1

Strategies That Contributed To Successful Implementation in 1982-83

- Principal met with faculties after hearing Ms. Hollins at the Administrative workshop, described the project in positive terms and described the services as an additional resource available to the teachers.
- Teacher trainers were introduced as part of the school team.
- Teachers were given options and opportunities to describe ways in which teacher trainers might help them.
- Teacher trainers and principals met together so that important information about the school could be shared and the teacher trainer's role could be discussed.
- Teacher trainers touch base each time with the principal on entry and before exiting the school.
- Teacher trainer spoke to teachers informally one-by-one, to introduce themselves and to talk about the program.
- Principal was open to hear new ideas.
- Principals accepted the idea that teachers were at various levels of acceptance and understanding of the program.
- Teacher trainers built credibility with some teachers who asked first for their help.
- Open communication seemed to be the key to success on campuses.
- Principals accepted teachers' fear of 'change', listened carefully to staff who had concerns, and gave the program and project staff, lots of time.
- Teacher trainers built credibility by their successful work with individual students.
- Some schools planned a year's program - ideas were presented at a workshop and then there was follow-up to check on applicability of information shared in the workshop.
- The principal's words often helped ensure success. "It will be successful."

Attachment 2

Some Ideas For Improving Project PASS In 1983-84

- Continue services at the 1982-83 preferred schools.
- Keep the same teacher trainers at the 16 preferred schools.
- Have teacher trainers attend some local campus inservice sessions before school starts.
- Have teacher trainer meet with teachers of the 4 schools she serves to share ideas.
- Have teacher trainers meet with grade levels.
- Make materials available early in the year. (videotapes, curriculum packets, etc.)
- Get principal feedback about the kind of services desired in 1983-84.
- Keep open communication with principals about any concerns that are voiced about a particular school.

Project PASS

Planning Survey for 1983-84

Please check those activities currently provided by Project PASS that you prefer to have continued for the 1983-84 school year. Please add any activities that you would like to have that are not on this list.

1. Consultations with teachers

___Individual teacher requests

___Small groups (specific topics)

___Grade levels

2. Demonstrations

___Classrooms as requested

___Workshop

3. Design program plans (Ethno-analysis)

___Retainees

___Other low achieving pupils

4. Identify materials and activities for specific instructional problems

___Individual teachers as requested

___Grade levels

___Workshops

5. Conduct observations

___Classroom instruciton (informal) as requested

___Classroom instruction (RAMOS) as requested

___Individual pupils

6. Conduct workshops

___Planned for specific campus

___Planned for all paired schools

7. Other

Project PASS

Appendix F

PROJECT PASS
TEACHER TRAINER INTERVIEW

82.47 Instrument Description: Project PASS Teacher Trainer Interview

Brief description of the instrument:

The interview format consists of 17 open-ended questions.

To whom was the instrument administered?

The four Project PASS teacher trainers.

How many times was the instrument administered?

Once to each trainer.

When was the instrument administered?

April 19-22, 1983.

Where was the instrument administered?

The ORE offices.

Who administered the instrument?

The Project PASS evaluator.

What training did the administrators have?

Traditional training in interview procedures.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Project PASS evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PROJECT PASS
TEACHER TRAINER INTERVIEW

Purpose

Interviews with the Project PASS teacher trainers provided information relevant to the following decision and evaluation questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-3: Did anything interfere with the implementation of the Project PASS activities in the schools receiving concentrated services?

Decision Question 2: If Project PASS is continued in 1983-84, should any changes be made in its implementation?

Evaluation Question D2-2: Are any changes recommended by the Project PASS teacher trainers?

Procedure

Appointments were made and interviews were conducted with the four Project PASS teacher trainers. The interview format is shown in Attachment F-1. The results are presented within the context of the interview questions.

Results

WHAT ARE THE MAJOR OBJECTIVES OF THE PROJECT?

The trainers stated the objectives of the project were to improve the academic performance of Black students, to decrease the number of Black students recommended for special education and retention, and to decrease the number of Black students referred for disciplinary action.

The trainers said the major purpose of the project was to increase the perceptiveness of teachers in understanding how Black students learn. Instruction could then be provided which allowed Black students to learn in the same manner in which they are accustomed to learning in their own culture.

HOW DID THE TEACHERS REACT TO THE INITIAL PRESENTATION OF THE PROJECT?

One trainer said if the principal introduced the session and made a positive statement about the project the climate seemed more favorable. If this did not occur, the trainer felt the project did not begin as well in that the teachers did not know what to expect of the project or how the principal felt about it.

One trainer said the teachers' reactions did not seem dependent on the Black enrollment at the school. Some schools with a low Black population were very interested.

One trainer said some of the initial presentations were probably conducted too late in the school year for the teachers to be receptive to the project.

One trainer said she felt most of the schools that became preferred schools generally had a favorable response to the orientation session. She was uncertain about the responses of the other schools.

Two trainers said a mixed response was most common. Some teachers could identify with the Project PASS concepts and were receptive. Others were resistant because they felt threatened. Such teachers were apt to make such statements as, "Is this true? Are you telling me the way I'm teaching Black students is wrong?" Some teachers acted as if they were testing the Project PASS staff. Their attitude was basically, "You'll have to prove it to me before I'll believe it."

One trainer said some teachers were ready to admit there was something wrong with the child, but were not willing to admit something might be wrong with the instructional process or the way in which the child was perceived.

HOW DID YOU GO ABOUT GETTING ACQUAINTED WITH THE PRINCIPAL, THE SCHOOL, AND THE STAFF?

An orientation session was conducted at each school receiving preferred services. During the orientation session each teacher was given a handout which explained the Project PASS services. The teachers were then asked to write a statement about what they wanted from Project PASS. The teachers gave their statements to the principal and the statements were obtained later by the trainer.

A conference was then scheduled with the Project PASS coordinator, the trainer, and the principal. At the conference principals were asked to identify their school goals. The principals were also asked about such things as the ethnic balance of the students and staff, different programs within the schools, and the areas the principals wanted Project PASS to

address. On the basis of this information and the input received from the teachers at the orientation session, a Project PASS plan was written for the school year.

Following this initial three-way conference, the manner in which the trainer became acquainted with the staff varied depending on the school and trainer involved. Some examples follow:

The trainer had a second conference with the principal. The principal was very clear about what was needed for the school. The trainer was given a carte blanche to go into any classroom and work where needed. The principal gave the trainer some names of teachers to begin working with. Several teachers initiated contact with the trainer. It was mandatory for all teachers to attend the Project PASS workshops. The trainer liked working with the entire group at once because it was so difficult to catch teachers at a free moment. The trainer also met with groups of teachers who had common problems or interests.

The trainer had several conferences with the principal. She was given a tour of the school and introduced to the secretary. A suggestion was made for the trainer to meet with the librarian. The trainer was given a roster and a list of room locations, and was told to begin making contacts with the teachers. No introduction was made to the faculty, although the principal did make suggestions as to who should be approached first. No suggestion was made by the principal to hold small-group meetings. The trainer found it more difficult to approach teachers at this school.

The trainer had a second conference with the principal and was told to go to the teachers' lounge during the lunch hour to introduce herself to the faculty. The principal wrote a memo to the teachers informing them of the trainer's schedule. The principal also announced at a faculty meeting that the trainer would be coming to the campus. The principal was always commenting to teachers on the trainer's presence and availability. Later the trainer met with grade-level teachers to discuss common concerns. The principal passed around sign-up sheets at faculty meetings for teachers to sign up for Project PASS services. The trainer said she received a very good reception at the school and attributed much of it to the principal's visible support.

The trainer was given a tour of the entire building and was shown the space that had been made for her. The principal took the trainer to each classroom and personally introduced her to the teachers. The weekly school newsletter showed the trainer's schedule. The principal mentioned the trainer's availability to the faculty at staff meetings. The trainer went around and talked to teachers on her own. She was able to meet with grade-level teachers.

The trainer was introduced by the principal at a faculty meeting and a description was given of the services she could provide. At first the trainer spent a great deal of time with one new teacher at the school. She gradually branched out to other teachers.

The trainers said the following were the most helpful activities in insuring a good entry into a school:

- The principal introduced the trainer to the entire staff at a faculty meeting.
- The principal described the project, defined the trainer's role in the school, and told about the services that would be available.
- The principal stated the trainers were there to provide technical assistance and not to evaluate the teachers.
- The principal gave obvious endorsement of the project (e.g., "I want you to accept this project. Let's make it work.")
- The principal allowed teachers to ask questions during the meeting in which the trainer was introduced. Candid interaction was encouraged.
- The principal suggested that the trainer meet with grade-level teams.
- Planning meetings took place with the principal, trainer, team members, etc.
- The principal followed up the services provided by the trainer by asking teachers, "How's it going? Is there anything I need to tell the trainer to get this job done better?"
- Throughout the year the principal continued to remind the faculty of the trainer's availability. The principal announced upcoming workshops to the staff. The principal put announcements in the school newsletter that shared the trainer's plans for the week.
- The principal invited the trainer to different school functions so the trainer would feel like a member of the faculty.
- The trainer was given a mailbox and received memos from the principal and staff like the other teachers. The trainer was given the same privileges the teachers received.

WHAT IS YOUR SCHEDULE LIKE?

In general, most of the trainers were in their assigned schools from 7:45 to 12:00.* While at the schools, the trainers would spend time at their stations, conduct demonstrations or student observations, write follow-ups, or conference with teachers. From 1:00 to 4:30, the trainers returned to the office to write weekly reports, plan school activities, read reference books, and prepare materials for demonstrations. Time was spent writing reports on the philosophy of the project, and deciding how to deal with questions or problems the teachers might have. According to the trainers, their days were very full and they kept quite busy.

WHAT TYPE OF RELATIONSHIP DO YOU HAVE WITH THE TEACHERS? WHAT THINGS FACILITATED OR HINDERED THIS RELATIONSHIP?

Two trainers said they had a "pretty good" relationship with the teachers at their schools. One trainer stated she had a "very good" relationship with the teachers at most of her schools. The fourth trainer commented that a lot of teachers thought Project PASS wanted to change everything and this resulted in resistance and defensiveness. However, when the teachers learned the trainers were there to provide assistance and consultation, the teachers seemed less defensive. This trainer said follow-up was very important in reducing defensiveness.

One trainer mentioned that she tried not to be pushy, and would drop a hint or leave a note to whet a teacher's appetite for more assistance. She said it was troublesome when a teacher had a problem and wasn't aware of it or would not ask the trainer for assistance.

Another trainer said it was very helpful when a principal planned sequential Project PASS workshops for the faculty that built in follow-up and further instruction.

Two trainers said the principal's attitude toward the project was a strong influence on the teachers. Teachers were more accepting of the project if it was clearly supported by the principal.

ARE FOLLOW-UP ACTIVITIES USED WITH THE TEACHERS? WHAT KIND? HAVE YOU BEEN SATISFIED WITH THE TYPE AND AMOUNT OF FOLLOW-UP YOU HAVE BEEN ABLE TO PROVIDE?

According to the trainers, follow-up could be in written or oral form. Follow-ups were provided after observations of teachers and students, after student interviews, following conferences, or after workshops if a teacher had a particular question.

One trainer said it sometimes took several observations before sufficient information could be obtained to conduct a follow-up. If the trainer was at the school only once a week, then it might take the trainer three weeks to get enough information to write a follow-up. This delay bothered the trainer, but the trainer said no teachers commented on it.

*Some trainers were at a school for a full day twice a month rather than one-half day each week.

The timing of the feedback depended on the teacher and the circumstance. One trainer said some teachers were not willing to go out of their way to get feedback. Such teachers did not want to receive feedback during their planning time, or did not want to see the trainer until after school. This could create a problem for the trainer if the trainer was only on the campus for half a day.

One of the trainers said she was satisfied with the amount of feedback she was able to provide given the time available. She said she would have provided more feedback if there had been more time.

Another trainer said she would like to see more consistency in the use of follow-up. This trainer would like to do follow-ups after demonstrations to see if the teacher is using the strategies which had been demonstrated. The trainer said it was hard to stay with one teacher and do good follow-up when other teachers wanted observations.

One of the trainers commented it was difficult to give good feedback when more than one teacher was present.

SOME TEACHERS SAY THAT PROJECT PASS IS NOT TEACHING ANYTHING NEW--
THAT THE STRATEGIES BEING ADVOCATED HAVE BEEN USED FOR YEARS.
WHAT IS YOUR FEELING ABOUT THIS?

Two trainers said that if the strategies were being used by the teachers the strategies were not being used in a consistent manner.

Two trainers said teachers were not using the strategies in the fashion recommended by Project PASS. For example, one trainer said choral reading should be used for definite instructional purposes. Care had to be taken in making selections so that the selection addressed the skills in question. When used properly, the trainer said choral reading takes planning and preparation and accomplishes more than entertainment.

SOME TEACHERS SAY THE INSTRUCTIONAL STRATEGIES PROJECT PASS
PROMOTES ARE GOOD FOR ALL STUDENTS AND NOT JUST BLACK STUDENTS.
WHAT IS YOUR RESPONSE TO THIS?

The trainers said the strategies currently used in classrooms are designed for the predominant ethnic group. The Project PASS strategies are designed to take advantage of the learning mode to which Black students are accustomed. The trainers said if the strategies are used in a consistent manner, the achievement of all students, not just Black students, will improve.

DO YOU BELIEVE THE PROJECT PASS TRAINERS
SHOULD WORK ON A ONE-TO-ONE BASIS WITH STUDENTS?

Except in certain situations, the trainers agreed the trainer should work with entire groups or classes of students. The trainers said the teachers need to see how the trainers deliver instruction, and this would be impossible if the trainer took the student out of the class. The trainer said the teachers

need to be told about a technique and then shown it. In seeing a demonstration, the teacher can look at students from a new perspective and may see new things.

One trainer said teachers would like Project PASS to work with students on a one-to-one basis, but Project PASS is not a pullout program. The purpose of Project PASS is to work with teachers, not students.

WHAT TYPES OF THINGS DO YOU TALK TO TEACHERS ABOUT?

The trainers identified the following as topics of discussion with teachers:

- The different types of instruction that can be provided for Black retainees.
- The reading strategies that have proven successful with Black students.
- Behavioral concerns.
- Student self-concept.
- Obtaining parent participation.
- Observation data gathered by the Project PASS trainer.
- Matching learning and teaching styles.

WHAT TYPE OF RELATIONSHIP DO YOU HAVE WITH THE PRINCIPALS? DID PRINCIPALS GIVE FEEDBACK ABOUT HOW THEY FELT THE PROJECT WAS DOING ON CAMPUS? DID TEACHERS GIVE FEEDBACK OF THIS NATURE?

One trainer said she had a comfortable relationship with the principals at her assigned schools. She felt she could speak to them when it was necessary. The trainer said some principals gave more direction than others in planning activities. Some principals wanted to discuss concerns while others did not. The trainer said one principal wanted to talk to her about specific students before the trainer entered the classroom.

The trainers said the principals varied with regard to the amount of feedback they wanted. Some principals wanted detailed information about who the trainer was working with and what progress was being made. Other principals were satisfied with less information. The trainers informed someone in the office of their entry and exit from the school. Some principals were given a report each day the trainer was in the school, while others conferenced with the trainer on a less frequent basis.

Three trainers said the principals at their assigned schools did not provide much information as to how the project was doing. Little effort was taken to identify areas of strength or areas needing improvement. The trainers felt this type of feedback would have improved the services they provided for the schools.

One trainer said the teachers at her schools felt free to question her and gave her positive as well as negative feedback. A second trainer said she did not receive open feedback from the teachers but she could tell how they felt by their willingness to initiate contacts or greet her in the halls.

Another trainer said she would like to see an open discussion of the Project PASS services by each school faculty. The last trainer said the only way she had of determining if the teachers were receptive to the project was by observing if the teachers were using the strategies in the classroom. The trainer said she did not get much direct feedback from the teachers but felt this was the norm for the District.

WHAT IS NEEDED FOR PROJECT PASS TO BE SUCCESSFUL ON A CAMPUS?

Three trainers said the support of the principal was very important. Other suggestions included:

- Required teacher participation.
- Thorough understanding of the project by the principal.
- The development of a sequential training plan.
- Regular meetings among the principals and teachers at the preferred schools to compare notes and share plans.

DID YOU EXPERIENCE ANY DISAPPOINTMENTS WITH THE PROJECT?

One trainer said she was surprised at the negative reception she received. She felt this reception could be epitomized by the statement, "I'll pretend you are not here and maybe you'll go away." The trainer said she didn't realize teachers had such a fear of others coming into their classrooms. The teachers thought the trainers were saying, "You don't know how to teach Black students," instead of "We are here to offer you some new ideas."

A second trainer also expressed surprise at the rejection the project received from the teachers. This trainer said the word "Black" turned off a lot of teachers, and it was necessary to constantly repeat that the strategies would help any child.

A third trainer said she was not disappointed with the project but was disappointed with the lack of professionalism shown by the teachers. This trainer said the teachers knew little about research and its relationship to instruction and were suspicious of the research findings that she shared. The trainer said she was disappointed in the planning teachers did and their delivery of instruction.

The fourth trainer stated that it had been a pretty good year for a new project. The only disappointment that she had was that all the needs could not be identified before the project was implemented.

HOW MUCH TIME SHOULD A TRAINER BE ON CAMPUS DURING A WEEK?

All the trainers agreed a half day a week was sufficient to be on campus, although some flexibility in scheduling might be required.

IS A TRAINER NEEDED ON A CAMPUS FOR MORE THAN ONE YEAR?

All the trainers agreed that a trainer was needed on a campus for a second year to reinforce and build upon what was accomplished the first year.

ON THE BASIS OF YOUR EXPERIENCES THIS YEAR, WOULD YOU LIKE TO SEE ANY CHANGES MADE IN THE PROJECT FOR NEXT YEAR?

The following suggestions were made by the trainers:

- More staff time is needed for curriculum development.
- The development of sequential training plans with principals should be encouraged.
- The trainers should develop instructional plans for students that take into consideration all the teachers (classroom, Chapter 1, resource, etc.), that the students come into contact with.
- The orientation session for teachers should be conducted within the first two weeks of school.
- All planning with principals and teachers for the year should be completed during the first week of school.
- Trainers should be on campuses for consecutive days.
- Teacher participation in the project services should be required.
- The location and size of schools should be taken into consideration in making school assignments for trainers.
- More structure should be added to the project on the basis of what was learned the first year.
- Classroom teachers should be required to incorporate a Project PASS activity into their lesson plans. The activity could then be observed by the trainer who would provide feedback.

WHAT TYPES OF THINGS DID YOU TALK TO TEACHERS ABOUT WITH REGARD TO BLACK STUDENTS AND RETENTION?

The role of the trainer is to help the teacher analyze the situation to make sure everything has been done to assist the student in learning. Typical questions asked of the teacher are, "Have you considered changing your instructional style? Have you asked for help? What instruction have you provided for the retained student that hasn't been provided before?"

Project PASS Teacher Trainer Interview

1. What are the major objectives of the project?

2. How did the teachers react to the initial presentation of the project?

3. How did you go about getting acquainted with the principal, the school, and the staff?

4. What is your schedule like?

5. What type of relationship do you have with the teachers? What things facilitated or hindered this relationship?

6. Are follow-up activities used with the teachers? Have you been satisfied with the type and amount of follow-up you have been able to provide?

7. Some teachers say that Project PASS is not teaching anything new--that the strategies being advocated have been used for years. What is your feeling about this?

8. Some teachers say the instructional strategies Project PASS promotes are good for all students and not just Black students. What is your response to this?

9. Do you believe the Project PASS trainers should work on a one-to-one basis with students?

10. What types of things do you talk to teachers about?

11. What type of relationship do you have with the principals? Did principals give feedback about how they felt the project was doing on campus? Did teachers give feedback of this nature?

12. What is needed for Project PASS to be successful on a campus?

13. Did you experience any disappointments with the project?

14. How much time should a trainer be on campus during a week?

15. Is a trainer needed on a campus for more than one year?

16. On the basis of your experiences this year, would you like to see any changes made in the project for next year?

17. What types of things did you talk to teachers about with regard to Black students and retention?

Project PASS

Appendix G

ADMINISTRATOR SURVEY

82.47

Instrument Description: Administrator Survey

Brief description of the instrument:

The "Questions for Administrators" survey included 62 questions. Some questions on this annual survey were also included on the "Questions for Teachers" survey to allow comparisons--others were asked only of administrators. The survey was computer-generated during 1982-83 for the first time, with administrators asked only about topics applicable to them. Information related to accreditation, staff development, retention, discipline, bus monitors, achievement, insurance, administrator evaluation, Project PASS, school resources, gifted/talented programs, and counselors was collected.

To whom was the instrument administered?

All District administrators were surveyed (N=315). Administrators received only questions which applied to them. The number of questions received varied from 10 questions for some central administrators to 33 questions for some elementary school administrators.

How many times was the instrument administered?

Once. Surveys were first sent out February 14 with a reminder sent February 28.

When was the instrument administered?

February 14, 1983 with a reminder survey February 28.

Where was the instrument administered?

Through the school mail to administrators' building addresses.

Who administered the instrument?

Self-administered.

What training did the administrators have?.

N/A.

Was the instrument administered under standardized conditions?

No, although instructions were the same to everyone.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

District Priorities' evaluator finalized questions submitted by Office of Research and Evaluation (ORE) and other AISD staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Responses for some questions are available from last year's survey. Some item responses can be compared to those of teachers on their survey.

ADMINISTRATOR SURVEY

Purpose

The Administrator Survey is designed to collect information on issues of importance districtwide. This year's survey included questions on accreditation, staff development, health insurance, administrator evaluation, Project PASS, school resources, gifted/talented programs, and counselors. The responses administrators gave to the Project PASS questions are provided in this appendix. This information was collected to provide data relevant to the following decision and evaluation questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-5: To what extent did the staff in the schools receiving preferred services feel the Project PASS materials, instructional methods, and consultation services were profitable?

The information received for the other items on the Administrator Survey are reported in SYSTEMWIDE EVALUATION: 1982-83 Technical Report Volume IV, Surveys and Records (ORE Publication No. 82.55).

Procedure

In the fall of 1982 the Office of Research and Evaluation staff and other central administrators were asked if they had any questions for central or school administrators. A District evaluator and evaluation assistant worked with those submitting questions to finalize the questions and samples. A draft of the survey was produced in January 1983 and distributed to ORE and other key administrative staff for review. Some minor changes were made and the final survey consisted of 62 questions, including four questions concerning Project PASS. Two of these four questions were submitted by the Project PASS evaluator, and two were submitted by the Project PASS instructional coordinator.

This year's survey included over twice as many questions as last year's survey. To save time, therefore, this year's survey was computer-generated and administrators answered only questions applicable to them. Some questions applied to all administrators--these were answered by all central administrators and a random half of the elementary and secondary principals. Other questions that applied to elementary or secondary school administrators only were randomly given to half the group. Finally, some project-specific questions were given to all applicable administrators.

The questions submitted by the Project PASS evaluator (numbers 10 and 11) were completed by the administrators at 15 of the schools receiving preferred services. Metz was omitted because it was not known that Metz was in the project at the time the surveys were administered. Five of the schools receiving preferred services have assistant principals, and their responses were included in the survey results.

The questions submitted by the Project PASS instructional coordinator (numbers 46 and 47) were completed by the administrators of paired schools who were not receiving Project PASS services.

The surveys were keypunched and verified at the Southwest Educational Development Laboratory. Descriptive statistics were obtained for each question.

Results

The responses to questions 10 and 11 are shown in Figure G-1. The data suggest the following observations:

- Few of the administrators took a neutral or uncertain position toward the project. Most administrators either agree or disagree on the value of Project PASS.
- The extreme categories (strongly agree and strongly disagree) were marked by almost the same number of respondents, indicating some very strong, yet very different reactions from the administrators.
- Slightly over half (55%) of the administrators believed participation in Project PASS was a worthwhile activity. However, this finding must be tempered by the fact that a large minority (40%) did not feel their participation was worthwhile. These results indicate the response to Project PASS was more positive than negative, but not by a very wide margin.
- A total of 60% of the administrators agreed that Project PASS services should be made available to campuses in 1983-84, while 25% disagreed.

The responses to questions 46 and 47 are shown in Figure G-2. Of those administrators who returned surveys from the paired schools not receiving Project PASS preferred services, only one administrator was interested in receiving services from a Project PASS trainer in 1983-84. This was an unexpected finding. While many of these schools have a low Black enrollment, some have a Black population of over 30% (e.g., Blanton, Oak Springs, Pecan Springs, Read, and Walnut Creek), and could be expected to have a greater interest in the project.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
10. Participation in Project PASS was a worthwhile activity for my school. N = 20	N	5	6	1	4	4	0
	%	25%	30%	5%	20%	20%	0%
11. The Project PASS services should be made available to campuses during the 1983-84 school year. N = 20	N	5	7	2	1	4	1
	%	25%	35%	10%	5%	20%	5%

Figure G-1. RESPONSES TO QUESTIONS 10 AND 11 GIVEN BY ADMINISTRATORS AT SCHOOLS RECEIVING PROJECT PASS PREFERRED SERVICES.

		YES	NO
46. I would like to have a teacher trainer from Project PASS visit my school to conduct demonstrations, make observations, and provide suggestions for increasing the reading/mathematics performance of Black pupils. N = 17	N	1	16
	%	5.9%	94.1%
47. I would like to have a Project PASS teacher trainer visit my school to conduct demonstrations, make observations, and provide suggestions for improving classroom discipline and motivation relative to Black pupils. N = 16	N	1	15
	%	6.3%	93.8%

Figure G-2. RESPONSES TO QUESTIONS 46 AND 47 GIVEN BY ADMINISTRATORS AT PAIRED SCHOOLS NOT RECEIVING PROJECT PASS PREFERRED SERVICES.

Project PASS

Appendix H

TEACHER SURVEY

Instrument Description: Teacher Survey

82.47

Brief description of the instrument:

A computer-generated questionnaire, with a unique assortment of about 15 questions per teacher from an item pool of 102 items. There were specific items for some programs and the remaining questions were randomly assigned.

To whom was the instrument administered?

All Migrant Program teachers, all teachers who did not receive Teacher Surveys last year (except random 50% samples from Crockett and Martin who all received surveys last year), and a 50% random sample of all new teachers.

How many times was the instrument administered?

Once, with one reminder notice.

When was the instrument administered?

Initial mailing was February 16, 1983, with a reminder sent on March 2, 1983. The closing date for data processing was April 6, 1982.

Where was the instrument administered?

To the teachers in their schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some items are comparable to items from previous surveys.

TEACHER SURVEY

Purpose

The Teacher Survey is designed to collect information on issues of importance districtwide. This year's survey included questions pertaining to Chapter 1 Migrant, Chapter 2 Formula, Project PASS, Gifted and Talented, staff development, counseling, and District Priorities evaluation.

The responses teachers gave to the Project PASS questions are provided in this appendix. The survey information was collected to provide data relevant to the following decision and evaluation questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-2: What services were provided by the Project PASS staff to the schools receiving concentrated services?

Evaluation Question D1-3: Did anything interfere with the implementation of the Project PASS activities in the schools receiving concentrated services?

Evaluation Question D1-4: To what extent did the teachers in the schools receiving concentrated services use the Project PASS materials and/or instructional methods in the classroom?

Evaluation Question D1-5: To what extent did the staff in the schools receiving concentrated services feel the Project PASS materials, instructional methods, and consultation services were profitable?

The information received for the other questions on the Teacher Survey are reported in SYSTEMWIDE EVALUATION: 1982-83 Technical Report Volume IV, Surveys and Records (ORE Publication No. 82.55).

Procedure

Multiple unique forms of the Teacher Survey were generated on the District's IBM computer. The total item pool consisted of 102 items (Attachment H-1). The sample was taken from the personnel/teacher file in the following steps:

1. Include all teachers excluded in 1982.

2. Include 50% of all teachers with location codes for Crockett High School and Martin Junior High School (all were sampled last year).

3. Include all teachers listed as participating in Chapter 1 Migrant.

4. Exclude elementary teachers who had already received retention surveys.

The total sample was 1614 teachers.

Attachment H-2 shows how questions were assigned to teachers. Form length varied from 12 to 16 items. Attachment H-3 shows how many surveys were assigned each item.

The Administrator Survey to principals told them their teachers would be getting surveys. The 1614 surveys were mailed through school mail on February 16, 1983. Each survey included a sequence number to allow the returns to be checked in. A second survey was sent on March 2, 1983 to any teachers who had not returned their first surveys. The return rate before the second mailing was 69.9%. The final return when the forms were sent out for keypunching was 1363, or 84.4%. Return rates varied by question, ranging from 56% to 92%. The response rate for each question is shown to the left of the question on Attachment H-4, where responses from the total group are shown. The survey forms were keypunched at Southwest Educational Development Laboratories, and the data were analyzed on the District's computer.

Eleven questions pertaining to Project PASS were submitted for the Teacher Survey. The questions were developed by the Project PASS evaluator and reviewed by the Project PASS instructional coordinator.

Results

The results for items 37-43 are presented in Figure H-1. The number and percent of teachers giving the various responses for each item are shown. Figure H-2 presents the same data in a summarized fashion to facilitate its interpretation. The "strongly agree" and "agree" columns have been combined and the "disagree" and "strongly disagree" columns have been combined. The data in Figure H-2 have been used in making the following observations:

- When asked if Project PASS had improved their ability to meet the instructional, motivational, and discipline needs of Black children (items 37, 38, 39, and 41) over two-thirds of the respondents gave a neutral or negative response.

- A total of 37.8% of the respondents indicated they use the Project PASS recommended materials and or instructional strategies in their classrooms (item 40). On the Project PASS Teacher Survey (page I-12, items 17-18), 56% of the respondents stated they have used the recommended strategies in their classrooms, while 30.9% indicated they use the strategies on a regular basis. Overall, these data suggest approximately 37-56% of the teachers in the preferred schools have used the Project PASS instructional strategies to some extent during the 1982-83 school year.

- The findings for item 42 indicate there is no consensus among the respondents as to whether Project PASS should be available to campuses during 1983-84. On the Project PASS Teacher Survey (page I-12, item 16), more teachers disagreed than agreed that Project PASS should be refunded for the 1983-84 school year. These results indicate a mixed reaction to the issue, with a leaning toward a negative response.

- The responses to item 43 reveal the respondents had adequate access to the teacher trainers. However, there is some indication in the Project PASS Teacher Survey results (page I-11, item eight; page I-16, paragraph three) that more follow-up would be appreciated by some teachers.

The results for items 99-102 are presented in Figure H-3. The results indicate the following:

- Attendance at workshops was the most frequently cited involvement with Project PASS.

- Less than 50% of the teachers had observations conducted in their classrooms, attended a student demonstration, or requested information from a Project PASS staff person.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
37. The information I obtained from the Project PASS staff has improved my ability to meet the reading/math needs of Black students. N = 96	N	3	12	37	10	26	8
	%	3.1%	12.5%	38.5%	10.4%	27.1%	8.3%
38. The information I obtained from the Project PASS staff has improved my ability to motivate Black students. N = 94	N	5	15	31	19	15	9
	%	5.3%	16.0%	33.0%	20.2%	16.0%	9.6%
39. The information I obtained from the Project PASS staff has improved my ability to address the discipline needs of Black students. N = 88	N	2	11	33	19	17	6
	%	2.3%	12.5%	37.5%	21.6%	19.3%	6.8%
40. I use the Project PASS recommended materials and/or instructional strategies in my classroom. N = 90	N	4	30	24	20	4	8
	%	4.4%	33.3%	26.7%	22.2%	4.4%	8.9%
41. The information I obtained from the Project PASS staff has helped me in deciding if a student should be recommended for special education. N = 93	N	1	5	30	18	22	17
	%	1.1%	5.4%	32.3%	19.4%	23.7%	18.3%
42. The Project PASS services should be available to campuses during the 1983-84 school year. N = 95	N	10	22	21	11	19	12
	%	10.5%	23.2%	22.1%	11.6%	20.0%	12.6%
43. I have adequate access to Project PASS staff members. N = 109	N	13	62	22	6	3	3
	%	11.9%	56.9%	20.2%	5.5%	2.8%	2.8%

Figure H-1. RESPONSES TO ITEMS 37-43 BY TEACHERS IN SCHOOLS RECEIVING PROJECT PASS PREFERRED SERVICES.

		Strongly Agree/ Agree	Neutral	Disagree/ Strongly Disagree	Don't Know
37. The information I obtained from the Project PASS staff has improved my ability to meet the reading/math needs of Black students. N = 96	N	15	37	36	8
	%	15.6%	38.5%	37.5%	8.3%
38. The information I obtained from the Project PASS staff has improved my ability to motivate Black students. N = 94	N	20	31	34	9
	%	21.3%	33.0%	36.2%	9.6%
39. The information I obtained from Project PASS staff has improved my ability to address the discipline needs of Black students. N = 88	N	13	33	36	6
	%	14.8%	37.5%	40.9%	6.8%
40. I use the Project PASS recommended materials and/or instructional strategies in my classroom. N = 90	N	34	24	24	8
	%	37.8%	26.7%	26.7%	8.9%
41. The information I obtained from the Project PASS staff has helped me in deciding if a student should be recommended for special education. N = 93	N	6	30	40	17
	%	6.5%	32.3%	43.0%	18.3%
42. The Project PASS services should be available to campuses during the 1983-84 school year. N = 95	N	32	21	30	12
	%	33.7%	22.1%	31.6%	12.6%
43. I have adequate access to Project PASS staff members. N = 109	N	75	22	9	3
	%	68.8%	20.2%	8.3%	2.8%

Figure H-2. SUMMARY TABLE FOR FIGURE H-1.

			Yes	No	Don't Know
99.	I attended a workshop(s) conducted by a Project PASS staff member. N = 162	N %	141 87.0%	18 11.1%	3 1.9%
100.	A Project PASS staff member conducted an observation(s) in my classroom. N = 157	N %	75 47.8%	79 50.3%	3 1.9%
101.	I attended a student demonstration(s) conducted by a Project PASS staff member in my classroom or elsewhere. N = 152	N %	57 37.5%	91 59.9%	4 2.6%
102.	I requested information from a Project PASS staff member. N = 160	N %	72 45.0%	85 53.1%	3 1.9%

Figure H-3. RESPONSES TO ITEMS 99-102 BY TEACHERS IN SCHOOLS RECEIVING PROJECT PASS PREFERRED SERVICES.

1
QUESTIONS FOR TEACHERS

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FOR THE LAST FEW YEARS THE OFFICE OF RESEARCH AND EVALUATION HAS SURVEYED TEACHERS TO COLLECT INFORMATION ON THEIR ATTITUDES AND OPINIONS ON DISTRICT ISSUES. THESE ARE CONSIDERED ALONG WITH ACHIEVEMENT DATA AND OTHER INFORMATION IN DISTRICT DECISION MAKING.

LAST YEAR WE USED A NEW PROCEDURE SO WE COULD INCLUDE MORE QUESTIONS AND ASSIGN SPECIFIC QUESTIONS TO TEACHERS IN CERTAIN SCHOOLS OR PROGRAMS. AGAIN THIS YEAR WE ARE COMPUTER GENERATING A UNIQUE SURVEY FORM FOR EACH TEACHER IN THE RANDOM SAMPLE. YOUR ITEM NUMBERS WILL NOT BE SEQUENTIAL—THEY REPRESENT THE TOTAL ITEM POOL OF 102 ITEMS, AND ALLOW US TO KEYPUNCH THE RESPONSES CORRECTLY. THE NUMBER AT THE TOP OF EACH FORM ALLOWS US TO SEND YOU THE RIGHT FORM, MONITOR THE RETURN RATE, AND CODE DESCRIPTIVE DATA. ALL RESPONSES WILL BE CONFIDENTIAL.

PLEASE COMPLETE THE SURVEY AS SOON AS POSSIBLE AND RETURN THROUGH CAMPUS MAIL TO:
OFFICE OF RESEARCH AND EVALUATION
ADMINISTRATION BLDG, BOX 79
ELAINE JACKSON

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT BY CIRCLING THE NUMBER BELOW, ACCORDING TO THIS SCALE.

1 = STRONGLY AGREE
2 = AGREE
3 = NEUTRAL
4 = DISAGREE
5 = STRONGLY DISAGREE
6 = DON'T KNOW

1.	THE DISTRICT'S EMPHASIS ON BASIC SKILLS OVER THE PAST FEW YEARS HAS BEEN EFFECTIVE IN INCREASING STUDENT PERFORMANCE IN THE BASIC SKILLS AREAS.	1	2	3	4	5	6
2.	THERE IS ADEQUATE COORDINATION AMONG SPECIAL EDUCATION, BILINGUAL EDUCATION, AND "REGULAR" EDUCATION.	1	2	3	4	5	6
3.	THE DISTRICT'S EMPHASIS ON THE IMPROVED ACADEMIC PERFORMANCE OF LOW SOCIO-ECONOMIC-STATUS AND MINORITY STUDENTS HAS BEEN EFFECTIVE IN INCREASING THE PERFORMANCE LEVEL OF THESE STUDENTS.	1	2	3	4	5	6
4.	DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES.	1	2	3	4	5	6
5.	THE SCHOOL DISTRICT ADEQUATELY EMPHASIZES VOLUNTEER SERVICES.	1	2	3	4	5	6
6.	THE OVERALL LEVEL OF SELF-DISCIPLINE OF STUDENTS AT MY SCHOOL IS GOOD.	1	2	3	4	5	6
7.	THE OVERALL LEVEL OF DISCIPLINE AT MY SCHOOL IS GOOD.	1	2	3	4	5	6
8.	GOOD TEACHING IS RECOGNIZED BY AISD.	1	2	3	4	5	6
9.	CENTRAL OFFICE ADMINISTRATORS ARE INTERESTED IN TEACHERS' IDEAS.	1	2	3	4	5	6

1

THE 1 1/2 DAYS OF LOCAL CAMPUS STAFF DEVELOPMENT ACTIVITIES I ATTENDED (PLANNED BY MY PRINCIPAL AND REPRESENTATIVE TEACHERS):						
10. MET MY TRAINING NEEDS.	1	2	3	4	5	6
11. HAD RELEVANT/APPROPRIATE ACTIVITIES.	1	2	3	4	5	6
12. HAD RELEVANT/APPROPRIATE MATERIALS.	1	2	3	4	5	6
13. HAD WELL-PREPARED PRESENTERS.	1	2	3	4	5	6
14. HAD KNOWLEDGEABLE PRESENTERS.	1	2	3	4	5	6
15. INCREASED MY KNOWLEDGE IN THE AREA.	1	2	3	4	5	6
THE 1 1/2 DAYS OF DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES I ATTENDED THIS YEAR (PREPARED BY CENTRAL OFFICE/PROGRAM ADMINISTRATORS):						
16. MET MY TRAINING NEEDS.	1	2	3	4	5	6
17. HAD RELEVANT/APPROPRIATE ACTIVITIES.	1	2	3	4	5	6
18. HAD RELEVANT/APPROPRIATE MATERIALS.	1	2	3	4	5	6
19. HAD WELL-PREPARED PRESENTERS.	1	2	3	4	5	6
20. HAD KNOWLEDGEABLE PRESENTERS.	1	2	3	4	5	6
21. INCREASED MY KNOWLEDGE IN THE AREA.	1	2	3	4	5	6
THE TWO DAYS OF SELF-SELECTED STAFF DEVELOPMENT (WHICH COULD BE SUBSTITUTED FOR "COMP TIME" DAYS):						
22. MET MY TRAINING NEEDS.	1	2	3	4	5	6
23. HAD RELEVANT/APPROPRIATE ACTIVITIES.	1	2	3	4	5	6
24. HAD RELEVANT/APPROPRIATE MATERIALS.	1	2	3	4	5	6
25. HAD WELL-PREPARED PRESENTERS.	1	2	3	4	5	6
26. HAD KNOWLEDGEABLE PRESENTERS.	1	2	3	4	5	6
27. INCREASED MY KNOWLEDGE IN THE AREA.	1	2	3	4	5	6
28. MOST DISCIPLINE AT MY SCHOOL IS HANDLED BY COUNSELORS AND ADMINISTRATORS.	1	2	3	4	5	6
29. MOST DISCIPLINE SHOULD BE HANDLED BY COUNSELORS AND ADMINISTRATORS.	1	2	3	4	5	6
30. THE MINIMUM COMPETENCY REQUIREMENTS IN MATH AND READING HAVE IMPROVED GRADUATES' PERFORMANCE IN THESE BASIC SKILLS AREAS.	1	2	3	4	5	6
31. TEACHERS ARE ADEQUATELY PREPARED TO FOSTER LEARNING IN STUDENTS WHO HAVE BEEN RETAINED IN A GRADE.	1	2	3	4	5	6
32. RETENTION OF STUDENTS WITH SERIOUS ACHIEVEMENT DEFICIENCIES IS BENEFICIAL.	1	2	3	4	5	6
33. I AM FAMILIAR WITH THE BUS MONITOR SERVICE ON BUSSES TO SCHOOLS WITH GRADES 1 - 3.	1	2	3	4	5	6
34. BUS MONITOR SERVICE IS IMPORTANT TO PARENTS OF MY STUDENTS WHO RIDE BUSSES.	1	2	3	4	5	6
35. IT IS IMPORTANT TO ME THAT BUS MONITOR SERVICE BE CONTINUED FOR MY STUDENTS.	1	2	3	4	5	6

36.	USE OF THE TABS PRE-ASSESSMENT TESTS IN THE FALL HELPED ME PLAN MORE EFFECTIVE INSTRUCTION TO IMPROVE TAB SCORES.	1	2	3	4	5	6
37.	THE INFORMATION I OBTAINED FROM THE PROJECT PASS STAFF HAS IMPROVED MY ABILITY TO MEET THE READING/MATH NEEDS OF BLACK STUDENTS.	1	2	3	4	5	6
38.	THE INFORMATION I OBTAINED FROM THE PROJECT PASS STAFF HAS IMPROVED MY ABILITY TO MOTIVATE BLACK STUDENTS.	1	2	3	4	5	6
39.	THE INFORMATION I OBTAINED FROM PROJECT PASS STAFF HAS IMPROVED MY ABILITY TO ADDRESS THE DISCIPLINE NEEDS OF BLACK STUDENTS.	1	2	3	4	5	6
40.	I USE THE PROJECT PASS RECOMMENDED MATERIALS AND/OR INSTRUCTIONAL STRATEGIES IN MY CLASSROOM.	1	2	3	4	5	6
41.	THE INFORMATION I OBTAINED FROM THE PROJECT PASS STAFF HAS HELPED ME IN DECIDING IF A STUDENT SHOULD BE RECOMMENDED FOR SPECIAL EDUCATION.	1	2	3	4	5	6
42.	THE PROJECT PASS SERVICES SHOULD BE AVAILABLE TO CAMPUSES DURING THE 1983-84 SCHOOL YEAR.	1	2	3	4	5	6
43.	I HAVE ADEQUATE ACCESS TO PROJECT PASS STAFF MEMBERS.	1	2	3	4	5	6
44.	SPONSORSHIP OF THE PEER ASSISTANCE AND LEADERSHIP (PAL) PROGRAM USES LARGE AMOUNTS OF TIME AND ENERGY.	1	2	3	4	5	6
45.	THE PAL PROGRAM SEEMS FEASIBLE AS AN ON-GOING SCHOOL PROGRAM.	1	2	3	4	5	6
46.	THE PAL PROGRAM HAS BENEFITED THE STUDENTS INVOLVED AS LEADERS.	1	2	3	4	5	6

47. ON A SCALE OF 1 - 5, HOW WOULD YOU RATE THE CURRENT PROFESSIONAL PERSONNEL EVALUATION SYSTEM?

VERY INADEQUATE	INADEQUATE	ADEQUATE	GENERALLY ADEQUATE	VERY ADEQUATE
1	2	3	4	5

48. HOW OFTEN HAVE YOU USED "NEWS CRUISE" WHICH APPEARS IN THE AMERICAN STATESMAN ON WEDNESDAYS AND THURSDAYS (PAGE B-2) IN YOUR CLASSROOM?

ALMOST ALWAYS	FREQUENTLY	SOMETIMES	NOT AT ALL
4	3	2	1

49. HOW HAVE YOU USED "NEWS CRUISE"?

_____ EXTRA CREDIT
_____ IN A PLANNED LESSON FOR ALL STUDENTS
_____ OTHER: _____
_____ NOT AT ALL

50. WHICH FORM OF "NEWS CRUISE" HAS BEEN MOST EFFECTIVE FOR YOUR CLASS?

_____ WEDNESDAY SCAVENGER HUNT THROUGH PAPER
_____ THURSDAY NEWSPAPER ACTIVITIES
_____ BOTH
_____ NEITHER

___1

51. WOULD YOU USE "NEWS CRUISE" IF IT WERE IN THE PAPER OTHER DAYS BESIDES WEDNESDAY AND THURSDAY?
YES _____ NO _____ DON'T KNOW _____

52. HOW MUCH ARE VOLUNTEERS NOW INVOLVED IN YOUR CLASSROOM? _____ PERSON HOURS PER WEEK

53. THIS CAMPUS HAS A SATISFACTORY LEVEL OF VOLUNTEER ACTIVITY. YES _____ NO _____

54. I WANT TO HAVE VOLUNTEERS INVOLVED IN MY CLASSROOM. YES _____ NO _____

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT BY CIRCLING THE NUMBER BELOW, ACCORDING TO THIS SCALE.
1 = STRONGLY AGREE 3 = NEUTRAL 5 = STRONGLY DISAGREE
2 = AGREE 4 = DISAGREE 6 = NOT APPLICABLE

55.	I AM SATISFIED WITH MY BLUE CROSS COVERAGE.	1	2	3	4	5	6
56.	I AM SATISFIED WITH MY PRUCARE COVERAGE.	1	2	3	4	5	6

57. IF YOU TEACH A SPECIAL CLASS FOR GIFTED STUDENTS, PLEASE INDICATE WHICH OF THE FOLLOWING TECHNIQUES YOU USE:
1. _____ USE MORE ADVANCED MATERIALS
2. _____ MOVE MORE RAPIDLY THROUGH THE CURRICULUM
3. _____ GIVE MORE INDEPENDENT ASSIGNMENTS
4. _____ ASSIGN MORE WRITING
5. _____ ASSIGN OUTSIDE READINGS
6. _____ HAVE MORE CLASS DISCUSSIONS
7. _____ ASK MORE DISCUSSION QUESTIONS ON TESTS
8. _____ OTHER (SPECIFY): _____

58. IN YOUR OPINION, WHY DON'T MORE TEACHERS IMPLEMENT ACTIVITIES FOR GIFTED STUDENTS? PLEASE CHECK ALL THAT ARE APPROPRIATE.
1. _____ LACK OF FUNDS AND RESOURCES AT THE SCHOOL
2. _____ LACK OF PERSONAL INTEREST
3. _____ LACK OF RECOMPENSE FOR TEACHERS
4. _____ LACK OF TRAINING IN THE AREA
5. _____ LACK OF SUPPORT BY THE DISTRICT
6. _____ OTHER (SPECIFY): _____

59. PLEASE INDICATE THE TWO AREAS IN WHICH YOU WOULD BE MOST INTERESTED IN TEACHING A GIFTED/TALENTED CLASS.
1. _____ MATH
2. _____ LANGUAGE ARTS
3. _____ SOCIAL STUDIES
4. _____ SCIENCE
5. _____ FOREIGN LANGUAGE
6. _____ MUSIC
7. _____ ART
8. _____ PERFORMING ARTS
9. _____ COMPUTER LITERACY
10. _____ INTERDISCIPLINARY CLASSES
11. _____ FUTURE PROBLEM SOLVING
12. _____ HIGH-LEVEL THINKING
13. _____ LEADERSHIP SKILLS
14. _____ PSYCHOMOTOR (P. E.)

60. PLEASE CHECK THE TOPICS FOR INSERVICE TRAINING WHICH YOU WOULD LIKE TO ATTEND:
1. _____ IDENTIFICATION PROCEDURES FOR GIFTED/TALENTED STUDENTS
2. _____ ACTIVITIES FOR GIFTED/TALENTED STUDENTS
3. _____ DIFFERENTIATING CURRICULUM FOR GIFTED/TALENTED STUDENTS
4. _____ HOW TO TEACH HIGH-LEVEL THINKING
5. _____ MEETING THE NEEDS OF GIFTED/TALENTED STUDENTS IN THE REGULAR CLASSROOM
6. _____ NONE

___1

	ALSO SHOULD HAVE A CENTRALIZED VOLUNTEER PROGRAM TO:		
61.	TRAIN VOLUNTEERS TO WORK IN SCHOOLS	YES _____	NO _____
62.	PROVIDE SPEAKERS AND ROLE MODELS FOR CLASSROOM PRESENTATIONS	YES _____	NO _____
63.	FOSTER SCHOOL/BUSINESS PROGRAMS	YES _____	NO _____

64. IF VOLUNTEERS WERE ASSIGNED TO MY CLASSROOM, I WOULD PREFER TO
   1. _____ HAVE A CENTRAL VOLUNTEER COMMITTEE DECIDE WHAT JOB VOLUNTEERS SHOULD DO, TRAIN THEM AND SEND ME ONE.
   2. _____ CHOOSE WHAT JOB I WOULD LIKE A VOLUNTEER TO DO AND HAVE A CENTRAL COMMITTEE SEND ME SOMEONE WHO CAN DO IT.
   3. _____ HAVE A VOLUNTEER SENT, DECIDE WHAT I NEED DONE, AND TRAIN THE VOLUNTEER MYSELF.

PLEASE USE THE SCALE BELOW TO RATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS:

6 = STRONGLY AGREE 4 = NEUTRAL 2 = STRONGLY DISAGREE
5 = AGREE 3 = DISAGREE 1 = NOT APPLICABLE

								COMMENTS
65.	THE COORDINATION THAT I HAVE HAD WITH THE REGULAR CLASSROOM TEACHERS THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	6	5	4	3	2	1	
66.	THE INSTRUCTIONAL SUPERVISION THAT I RECEIVED THIS SCHOOL YEAR HAS BEEN WHAT WAS NEEDED.	6	5	4	3	2	1	
67.	THE HEALTH CARE SERVICES PROVIDED BY THE MIGRANT PROGRAM NURSE THIS SCHOOL YEAR HAVE MET THE NEEDS OF STUDENTS.	6	5	4	3	2	1	
68.	THE SERVICES PROVIDED BY THE COMMUNITY REPRESENTATIVE(S) THIS SCHOOL YEAR HAVE BEEN WHAT WAS NEEDED.	6	5	4	3	2	1	

FOR QUESTIONS 69-72 BELOW, PLEASE CIRCLE THE NUMBER OF THE RESPONSE THAT MOST CLEARLY REFLECTS YOUR SITUATION.

FOR MIGRANT STUDENTS, WHO	MIGRANT PROGRAM TEACHER ONLY	MOSTLY THE MIGRANT PROGRAM TEACHER	BOTH EQUALLY	MOSTLY THE CLASSROOM TEACHER	CLASSROOM TEACHER ONLY
69. DETERMINES REPORT CARD GRADES IN AREAS WITH MIGRANT INSTR.?	5	4	3	2	1
70. SELECTS MATERIALS AND SKILLS FOR MIGRANT PROGRAM TEACHERS TO ADDRESS?	5	4	3	2	1
71. WRITES LESSONS AND PLANS WHICH THE MIGRANT PROGRAM TEACHER WILL FOLLOW?	5	4	3	2	1
72. WRITES LESSONS AND PLANS WHICH THE CLASSROOM TEACHER WILL FOLLOW?	5	4	3	2	1

73. WHICH COUNSELOR FUNCTIONS DO YOU FEEL ARE MOST IMPORTANT? PICK YOUR TOP FIVE AND RANK FROM FIRST IN IMPORTANCE (1) TO FIFTH IN IMPORTANCE (5).

   1.___ COUNSELING STUDENTS ABOUT THEIR CURRENT PERSONAL PROBLEMS
   2.___ COUNSELING STUDENTS ON ADJUSTING TO SCHOOL AND SOCIETAL REQUIREMENTS
   3.___ ASSISTING STUDENTS WITH COURSE SELECTION
   4.___ PROVIDING INFORMATION ABOUT GRADUATION/COLLEGE ENTRANCE REQUIREMENTS
   5.___ TELLING STUDENTS ABOUT HIGH SCHOOL VOCATIONAL TRAINING OPPORTUNITIES

__1

6.___ HELPING STUDENTS WITH SCHEDULING PROBLEMS
7.___ COUNSELING INDIVIDUAL STUDENTS ON FUTURE CAREER/EDUCATION PLANS
8.___ HELPING STUDENTS INTERPRET TEST SCORES AND ASSESS THEIR ABILITIES
9.___ COMMUNICATING WITH PARENTS
10.___ CONSULTING WITH PRINCIPALS/TEACHERS ABOUT STUDENTS' PROBLEMS
11.___ COORDINATING THE SCHOOL TESTING PROGRAM
12.___ TRAINING TEACHERS FOR ACADEMIC AND VOCATIONAL ADVISING
13.___ SCHEDULING SPECIAL EDUCATION STUDENTS AND OTHERS WITH SPECIAL NEEDS
14.___ PARTICIPATING IN ARD/LST MEETINGS
15.___ PARTICIPATING IN LPAC MEETINGS
16.___ PARTICIPATING IN ATTENDANCE REVIEWS

---

74. THE SERVICES AND INSTRUCTION PROVIDED BY THE TRANSITIONAL BILINGUAL EDUCATION (TBE) TEACHER(S) AT YOUR SCHOOL ARE:

1. _____ EXTREMELY VALUABLE
2. _____ SOMEWHAT VALUABLE
3. _____ A WASTE OF TIME
4. _____ DETRIMENTAL TO THE STUDENTS
5. _____ I AM NOT AWARE OR DO NOT HAVE AN OPINION ABOUT THE TBE PROGRAM

HOW SERIOUS A PROBLEM IS EACH OF THE FOLLOWING IN YOUR SCHOOL?

		SERIOUS	MODERATE	MINOR	NOT AT ALL
75.	ABSENTEEISM	4	3	2	1
76.	STUDENT USE OF DRUGS OR ALCOHOL	4	3	2	1
77.	CLASS CUTTING	4	3	2	1
78.	VANDALISM OF SCHOOL PROPERTY	4	3	2	1
79.	ROBBERY OR THEFT	4	3	2	1
80.	VERBAL ABUSE OF TEACHERS	4	3	2	1
81.	PHYSICAL CONFLICT AMONG STUDENTS	4	3	2	1
82.	CONFLICTS BETWEEN STUDENTS AND TEACHERS	4	3	2	1
83.	STUDENT POSSESSION OF WEAPONS	4	3	2	1
84.	RAPE OR ATTEMPTED RAPE	4	3	2	1

---

85. THE WRITING LAB INSTRUCTOR PROVIDED STUDENTS IN YOUR SCHOOL WITH INDIVIDUAL INSTRUCTIONAL SERVICES THAT WERE OTHERWISE UNAVAILABLE.

1. _____ COMPLETELY TRUE
2. _____ MOSTLY TRUE
3. _____ PARTIALLY TRUE/PARTIALLY FALSE
4. _____ MOSTLY FALSE
5. _____ COMPLETELY FALSE

---

86. THE CLASS PRESENTATIONS MADE BY THE WRITING LAB INSTRUCTOR TO YOUR CLASSES WERE:

1. _____ EXTREMELY HELPFUL
2. _____ VERY HELPFUL
3. _____ SOMEWHAT HELPFUL
4. _____ NOT VERY HELPFUL
5. _____ A WASTE OF TIME
6. _____ HE/SHE DID NOT MAKE ANY PRESENTATIONS TO MY CLASSES.

---

87. THE WRITING LAB INSTRUCTOR HELPED ME PREPARE CLASS ASSIGNMENTS, TESTS, AND/OR INSTRUCTIONAL MATERIALS:

1. _____ MANY TIMES
2. _____ A FEW TIMES
3. _____ NEVER

---

88. WHICH COUNSELOR FUNCTIONS DO YOU FEEL ARE MOST IMPORTANT? PICK YOUR TOP FIVE AND RANK FROM FIRST IN IMPORTANCE (1) TO FIFTH IN IMPORTANCE (5).

1. _____ COUNSELING INDIVIDUAL STUDENTS ABOUT SCHOOLWORK
2. _____ COUNSELING INDIVIDUAL STUDENTS ABOUT PERSONAL PROBLEMS
3. _____ COUNSELING INDIVIDUAL STUDENTS ABOUT INTERPERSONAL PROBLEMS
4. _____ COUNSELING WITH SMALL GROUPS
5. _____ COUNSELING/DISCUSSION WITH ENTIRE CLASSES
6. _____ CLASSROOM OBSERVATION
7. _____ LST/ARD COMMITTEE MEETINGS
8. _____ TESTING/INTERPRETING TEST RESULTS
9. _____ COORDINATING STANDARDIZED TESTING
10. _____ PROVIDING IN-SERVICE TO TEACHERS
11. _____ CURRICULUM DEVELOPMENT AND CONSULTATION
12. _____ CONSULTATION WITH TEACHER OR PRINCIPAL
13. _____ CONSULTATION WITH PARENTS

___1

89. WHICH OF THE THREE VIDEOTAPES ON INSTRUCTIONAL IDEAS FOR RETAINEES DID YOU SEE THIS YEAR?
1. _____ DIAGNOSIS
2. _____ SELF-CONCEPT
3. _____ DIRECT INSTRUCTION
4. _____ NONE

HOW WOULD YOU RATE THE HELPFULNESS OF THE TAPES YOU SAW IN DEALING WITH RETAINEES?

		VERY HELPFUL	SOMEWHAT HELPFUL	A LITTLE HELPFUL	NOT HELPFUL	DID NOT SEE
90.	DIAGNOSIS	5	4	3	2	1
91.	SELF-CONCEPT	5	4	3	2	1
92.	DIRECT INSTRUCTION	5	4	3	2	1

93. HOW MANY YEARS HAVE YOU BEEN TEACHING?
1. _____ THIS IS MY FIRST YEAR
2. _____ 1 - 5 YEARS
3. _____ 6 - 10 YEARS
4. _____ OVER 10 YEARS

94. FOR THE SCE STUDENTS IN YOUR CLASS, WHO IS PRIMARILY RESPONSIBLE FOR THE INSTRUCTION AND GRADES IN THE AREAS TAUGHT BY THE SCE TEACHER?
1. _____ ONLY YOU
2. _____ MOSTLY YOU
3. _____ BOTH, YOU AND THE SCE TEACHER
4. _____ MOSTLY THE SCE TEACHER
5. _____ THE SCE TEACHER ONLY

95. THE SERVICES PROVIDED BY THE SCE TEACHER IN YOUR SCHOOL ARE:
1. _____ EXTREMELY VALUABLE
2. _____ SOMEWHAT VALUABLE
3. _____ I AM NOT AWARE OR DO NOT HAVE AN OPINION ABOUT THE SCE PROGRAM
4. _____ A WASTE OF TIME
5. _____ DETRIMENTAL TO STUDENTS

96. HOW SATISFIED ARE YOU WITH THE PERFORMANCE OF BUS MONITORS?
1. _____ VERY SATISFIED
2. _____ SATISFIED
3. _____ DISSATISFIED
4. _____ VERY DISSATISFIED
5. _____ DON'T KNOW

97. HOW SATISFIED WITH BUS MONITORS ARE PARENTS OF YOUR STUDENTS?
1. _____ VERY SATISFIED
2. _____ SATISFIED
3. _____ DISSATISFIED
4. _____ VERY DISSATISFIED
5. _____ DON'T KNOW

98. THE BEST WAY TO IMPROVE THE BUS MONITORING PROCESS MIGHT BE TO:

INDICATE YOUR PARTICIPATION IN PROJECT PASS ACTIVITIES BY CIRCLING RESPONSES FOR ITEMS BELOW:

		YES	NO	DON'T KNOW
99.	I ATTENDED A WORKSHOP(S) CONDUCTED BY A PROJECT PASS STAFF MEMBER.	1	2	3
100.	A PROJECT PASS STAFF MEMBER CONDUCTED AN OBSERVATION(S) IN MY CLASSROOM.	1	2	3
101.	I ATTENDED A STUDENT DEMONSTRATION(S) CONDUCTED BY A PROJECT PASS STAFF MEMBER IN MY CLASSROOM OR ELSEWHERE.	1	2	3
102.	I REQUESTED INFORMATION FROM A PROJECT PASS STAFF MEMBER.	1	2	3

Teacher Survey Item Distribution

SETS:

SECONDARY:
- A (5 of 1-9, 28, 29, 30, if 6 then 7, if 7 then 6)
- B (4 of 47, 52, 53, 54, 57, 58, 60, 64, 48-51 , 61-63)
- C (1 of 10-15 , 16-21 , 22-27)
- D (1 of 55, 56, 73, 75-84)
- E (Random 1/2 of High School #36)

ELEMENTARY:
- M (5 of 1-9, 28, 29, 31, 32 if 6 then 7, if 7 then 6)
- N (5 of 47, 52, 53, 54, 57, 58, 59, 60, 64, 48-51 , 61-63 , 82-93)
- O (1 of 10-15 , 16-21 , 22-27)
- P (1 of 55, 56, 88)
- Q (All of grades 3 and 5 #36)
- R (99-102 , 4 of 37-43)

TEACHERS:

ELEMENTARY	SCHOOLS	ELEMENTARY ITEMS
PASS NON-SCE BUS TABS(3)	103, 144, 158	96-98, 33-35, (94, 95 to all but SCE tchr.), SETS: R, M, N, O, P, Q
PASS NON-SCE TABS(3, 5)	113, 117, 161, 167	(94, 95 to all but SCE tchr.), SETS: R, M, N, O, P, Q
PASS BUS TABS(3)	110, 116, 135, 139 150	96-98, 33-35, SETS: R, M, N, O, P, Q
PASS TABS(3, 5)	105, 111, 152, 157	SETS: R, M, N, O, P, Q
NON-SCE TABS (3, 5)	106, 118, 120, 131, 140, 146, 149, 159, 160, 168	(94, 95 to all but SCE tchr), SETS: M, N, O, P, Q
BUS TABS (3, 5)	101, 107, 112, 124, 125, 127, 129, 138, 142, 151	33-35, 96-98, SETS: M, N, O, P, Q
Other Elem.		SETS: M, N, O, P, Q
All Migrant - 1-6		65-72, SETS M, N, O, P
MIGRANT K, pre-K		65-68, SETS M, N, O, P

Secondary Teachers (at schools)	Secondary Items
PAL at 005/008	44,45, 46, SETS: A, B
PAL at 007/009	44, 45, 46, 85, 86, 87, SETS: A, B
sample at 43	74, SETS: A, B, C, D
ENG, SS, SCI at 48, 51	74, 85, 86, 87, SETS: A, B, C, D
Others at 48, 51	74, SETS: A, B, C, D
Eng, SS, Sci at 2, 3, 6, 6, 9, 10, 46, 49, 54, 55	85, 86, 87, SETS: A, B, C, D, E
Others at 2, 3, 6, 7, 9, 10, 46, 49, 54, 55	SETS: A, B, C, D, E
Sample at 4, 5, 8, 265, 47, 52, 45, Kealing	SETS: A, B, C, D, E
All Migrant 7-12	65-72, SETS: A, B, D

KEY:

PASS = Teachers in schools with Project PASS

NON-SCE = All teachers in schools with SCE teachers except SCE teachers

BUS = Teachers in paired 1-3 schools

TABS = Teachers at the indicated grade level (3 or 5)

PAL = Four teachers serving as sponsors for the Peer Assistance & Leadership Program

Other Elem. = Elementary teachers not already included or excluded

FREQUENCY DISTRIBUTION OF QUESTIONS

QUESTION # 1	FREQ= 681		
QUESTION # 2	FREQ= 640		
QUESTION # 3	FREQ= 669		
QUESTION # 4	FREQ= 644		
QUESTION # 5	FREQ= 690		
QUESTION # 6	FREQ= 572	QUESTION #60	FREQ= 695
QUESTION # 7	FREQ= 572	QUESTION #61	FREQ= 660
QUESTION # 8	FREQ= 636	QUESTION #62	FREQ= 0
QUESTION # 9	FREQ= 705	QUESTION #63	FREQ= 0
QUESTION #10	FREQ= 561	QUESTION #64	FREQ= 646
QUESTION #11	FREQ= 0	QUESTION #65	FREQ= 24
QUESTION #12	FREQ= 0	QUESTION #66	FREQ= 24
QUESTION #13	FREQ= 0	QUESTION #67	FREQ= 24
QUESTION #14	FREQ= 0	QUESTION #68	FREQ= 24
QUESTION #15	FREQ= 0	QUESTION #69	FREQ= 21
QUESTION #16	FREQ= 485	QUESTION #70	FREQ= 21
QUESTION #17	FREQ= 0	QUESTION #71	FREQ= 21
QUESTION #18	FREQ= 0	QUESTION #72	FREQ= 21
QUESTION #19	FREQ= 0	QUESTION #73	FREQ= 197
QUESTION #20	FREQ= 0	QUESTION #74	FREQ= 84
QUESTION #21	FREQ= 0	QUESTION #75	FREQ= 177
QUESTION #22	FREQ= 554	QUESTION #76	FREQ= 0
QUESTION #23	FREQ= 0	QUESTION #77	FREQ= 0
QUESTION #24	FREQ= 0	QUESTION #78	FREQ= 0
QUESTION #25	FREQ= 0	QUESTION #79	FREQ= 0
QUESTION #26	FREQ= 0	QUESTION #80	FREQ= 0
QUESTION #27	FREQ= 0	QUESTION #81	FREQ= 0
QUESTION #28	FREQ= 682	QUESTION #82	FREQ= 0
QUESTION #29	FREQ= 642	QUESTION #83	FREQ= 0
QUESTION #30	FREQ= 295	QUESTION #84	FREQ= 0
QUESTION #31	FREQ= 310	QUESTION #85	FREQ= 149
QUESTION #32	FREQ= 332	QUESTION #86	FREQ= 149
QUESTION #33	FREQ= 220	QUESTION #87	FREQ= 149
QUESTION #34	FREQ= 220	QUESTION #88	FREQ= 296
QUESTION #35	FREQ= 220	QUESTION #89	FREQ= 350
QUESTION #36	FREQ= 425	QUESTION #90	FREQ= 0
QUESTION #37	FREQ= 131	QUESTION #91	FREQ= 0
QUESTION #38	FREQ= 119	QUESTION #92	FREQ= 0
QUESTION #39	FREQ= 117	QUESTION #93	FREQ= 0
QUESTION #40	FREQ= 121	QUESTION #94	FREQ= 254
QUESTION #41	FREQ= 123	QUESTION #95	FREQ= 254
QUESTION #42	FREQ= 120	QUESTION #96	FREQ= 220
QUESTION #43	FREQ= 133	QUESTION #97	FREQ= 220
QUESTION #44	FREQ= 4	QUESTION #98	FREQ= 220
QUESTION #45	FREQ= 4	QUESTION #99	FREQ= 216
QUESTION #46	FREQ= 4	QUESTION #**	FREQ= 216
QUESTION #47	FREQ= 662	QUESTION #**	FREQ= 216
QUESTION #48	FREQ= 659	QUESTION #**	FREQ= 216
QUESTION #49	FREQ= 0		
QUESTION #50	FREQ= 0		
QUESTION #51	FREQ= 0		
QUESTION #52	FREQ= 631		
QUESTION #53	FREQ= 638		
QUESTION #54	FREQ= 681		
QUESTION #55	FREQ= 488		
QUESTION #56	FREQ= 452		
QUESTION #57	FREQ= 662		
QUESTION #58	FREQ= 692		
QUESTION #59	FREQ= 358		

Project PASS

Appendix I

PROJECT PASS TEACHER SURVEY

82.47 Instrument Description: Project PASS Teacher Survey

Brief description of the instrument:

The instrument consists of 19 statements and a space for comments or concerns. Teachers were asked to indicate how much they agreed or disagreed with 16 of the statements by using the following responses: strongly agree, agree, neutral, disagree, strongly disagree, don't know, and not applicable. These statements dealt with the value of the Project PASS activities and requested input on some possible modifications. Three questions (with "yes," "no," and "don't know," responses) asked about the respondent's use of the Project PASS recommended strategies in the classroom.

To whom was the instrument administered?

To each teacher in the 16 elementary schools receiving Project PASS preferred services who had not received a districtwide Teacher Survey.

How many times was the instrument administered?

Once with one follow-up.

When was the instrument administered?

The surveys were mailed on March 28, 1983.
The follow-up surveys were mailed on April 13, 1983.

Where was the instrument administered?

The teachers received the surveys at their schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None have been identified.

Who developed the instrument?

The Project PASS evaluator.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PROJECT PASS TEACHER SURVEY

Purpose

A Project PASS Teacher Survey* provided information relevant to the following decision and evaluation questions:

Decision Question 1: Should Project PASS be continued in 1983-84?

Evaluation Question D1-5: To what extent did the staff in the schools receiving preferred services feel the Project PASS materials, instructional methods, and consultation services were profitable?

Decision Question 2: If Project PASS is continued in 1983-84, should any changes be made in its implementation?

Evaluation Question D2-3: Are any changes recommended by the principals and teachers in the schools receiving preferred services?

Procedure

A draft copy of the Project PASS Teacher Survey was developed on the basis of the evaluation questions in the Project PASS Evaluation Design and the initial input received from principals in the principal interviews (see Appendix D, Principal Interview). On February 23 the evaluator met with three classroom teachers and one principal from a school receiving preferred services. The principal and teachers reviewed the draft instrument and their suggestions were incorporated into a second draft. The second draft instrument was reviewed by the Project PASS coordinator and staff as well as the Assistant Superintendent of Elementary Education and the Director of Elementary School Curriculum. Their suggestions were used in developing a third and final draft.

The principals of the preferred schools were mailed an explanatory memo (Attachment I-1) and a copy of the survey on March 28. Teachers were also mailed a copy of the survey on March 28. Teachers who failed to return their surveys within 12 school days were mailed a follow-up memo (Attachment I-2) and a second survey on April 13.

* The Project PASS Teacher Survey replaces the level-of-use teacher interviews originally planned in the Project PASS Evaluation Design. A survey was used so as to sample a greater number of teachers.

A total of 211 surveys were sent in the first mailing. This represents 52.3% of the classroom teachers in the schools receiving preferred services (art, physical education, band, and music teachers were excluded from the sample). A total of 175 surveys were received, resulting in a return rate of 82.9%. Overall, completed surveys were received from approximately 43.4% of the classroom teachers in the schools receiving preferred services.

The data were keypunched and verified at the Southwest Educational Development Laboratory using the format shown in Attachment I-3. A frequency distribution was obtained for each item.

Results

The results for items 1-19 are presented in Attachment I-4. The number and percent of teachers giving the various responses for each item are shown. The total N for each item is 175. When the N across responses does not sum to 175, the difference represents missing data (e.g., the number of teachers who did not respond or give a measurable response for the item).

Attachment I-5 presents the same data in a summarized fashion to facilitate its interpretation. The "strongly agree" and "agree" columns have been combined and the "disagree" and "strongly disagree" columns have been combined. The data in Attachment I-5 have been used in making the observations below.

A high percentage of teachers (35-47%) gave a response of "not applicable" to items 2-4. This high percentage of "not applicable" responses considerably reduces the number of teachers who evaluated the benefit of the Project PASS services. Of those teachers who evaluated the services, however, more teachers agreed than disagreed that the workshops, classroom observations, and personal discussions conducted by Project PASS staff were beneficial. At the same time, more teachers were against the refunding of Project PASS than were for it (item 16). These findings suggest that while the respondents see a value in the Project PASS services, they do not feel the services are of sufficient benefit to warrant the refunding of the project.

Agreement by 50% or more of the respondents was reached on only four items (items 6, 7, 9, and 10). The findings for items six and seven indicate teachers are interested in obtaining more written information on the exercises and instructional strategies recommended by Project PASS.

The results for item nine indicate the respondents would like Project PASS to offer more assistance to parents. The need for greater assistance to parents has been observed by the Project PASS staff, in that the Project PASS interim report recommends the employment of a half-time parent assistant to work with parents.

The findings for item 10 reveal the respondents would like Project PASS staff to work more on a one-to-one basis with students. The idea that Project PASS staff should work on a one-to-one basis with students seems to be in conflict with the project's intended goal. According to the project coordinator, the purpose of the project is to impact students by training teachers. It is felt that working with teachers will cause more students to be influenced than would be if the project staff devoted themselves to individual pupils.

While over half of the respondents have used the instructional strategies recommended by Project PASS (item 17), less than one-third of the respondents stated they used the strategies on a regular basis (item 18). This confirms statements made by the Project PASS trainers. The trainers said although teachers had known about some of the recommended activities previously, the teachers weren't using the strategies in a consistent manner.

The responses given for item 20 are provided in Attachment I-6. The comments can be categorized as follows: praise for the program (page 1), reasons why the respondent did not participate in the project activities (pages 1-2), suggestions (page 2), and areas for improvement (pages 3-5).

Attachment I-1

82,47

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 28, 1983

TO: Principals of Schools Receiving Preferred Project PASS Services

FROM: Patsy Totusek

SUBJECT: Project PASS Teacher Survey

Attached is a copy of the Project PASS Teacher Survey that one half of your classroom teachers will be receiving this week through the school mail. This survey is being sent to each principal for informational purposes. Only teachers, not principals, are requested to complete it.

The Project PASS Teacher Survey is being sent to those teachers who did not complete a teacher survey for ORE earlier this year. This is being done to decrease as much as possible the amount of paperwork required of our classroom teachers.

Teacher input is very important in the evaluation of Project PASS. We appreciate your cooperation in encouraging the teachers to return their completed surveys. Thank you for your assistance.

PT:rrf
Attachment

Approved: _____
Director, Office of Research and Evaluation

Approved: _____
Assistant Superintendent, Elementary Education

cc: Timy Baranoff
Etta Hollins

Attachment I-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

April 13, 1983

TO: Classroom Teachers

FROM: Patsy Totusek PT

SUBJECT: Reminder to Complete Project PASS Teacher Survey

Recently you received a Project PASS Teacher Survey. At this point, we have not received your completed form. Knowing how busy you must be, we really hate to pester you about this thing. However, at the same time, we feel your input is extremely valuable in evaluating the Project PASS services.

Could you take a few minutes to complete the survey and return it to us? Another survey is attached for you in case you misplaced the first. If you have already returned your survey, you can disregard this memo.

Thanks for your assistance! You're great to help us out like this!

PT:rrf
Attachment

Approved: Freda M Holley
Director, Office of Research and Evaluation

Approved: Ruth MacAllister
Assistant Superintendent, Elementary Education

FILE ID A / U / C

CARD FILE LAYOUT

LOCATION:

Page ___ of ___

82.47

PROGRAM: District Priorities

___AISD_____

YEAR: 1982-83

___UT PF____,____,_____
acct. pass. file name

CONTENTS:

Field	Columns	Description
	1-3	File ID (AUC)
	4-6	School Number (Located in upper right hand corner in red)
	7-7	Blank
	8-23	Responses to items 1-16 (0-6 as possible responses) (X=6)
	24-26	Responses to items 17-19 (1-3 as possible responses)
		NOTE: Double responses = Blank
		No Response = Blank
		* SAMPLE SURVEY INCLUDED

I-8

Attachment I-3

"I felt the recommendations I received from Project PASS for my class were inappropriate." (Two teachers)

"The Project PASS staff person in my school did not follow up on items we discussed. She did not show up for two conferences we had scheduled, and on several occasions we discussed specific materials that she offered to send me that I never received or received too late to use in my curriculum plan this year."

"The Black students Project PASS discussed were very unlike the Black students I am teaching."

"If Project PASS is only for, or primarily for, Black students, the trainers should work one-to-one with them."

"I have not used the services of Project PASS this year. I teach in a special education resource room and I see the possible need for services from Project PASS but I have not taken the time or effort to call upon the trainer's assistance. I did not receive enough information on the Project to keep me interested enough to contact them, and they don't seem readily accessible."

"I feel classroom teachers are very capable of adjusting motivational strategies to obtain the most positive results from children of all colors."

"My request for help resulted in a classroom observation with no follow-through whatsoever!" (Six teachers)

"In my opinion, the choral reading is not an effective approach to reading instruction."

"I do not see a distinction in learning styles based on race alone." (Two teachers)

"Suggestions given to me did not seem geared for Black students any more than other ethnic groups."

"I feel there is a strong need for Project PASS. However, I feel that there was a difference in what the first workshop said Project PASS would be and what we received."

"The Project PASS objectives apply to all children and not just Black children."

"Contacts from referrals were not made until a considerable lapse of time (months). By that time I had already worked out what problem needed solving!"

"The goals of the project need to be spelled out more clearly." (Three teachers)

"The implication is that Blacks are incapable of learning and therefore are inferior and need a lot of "special" considerations. As a Black, I resent this implication. Project PASS is a wonderful idea but a lot of resentment of this project is evident at my school. For it to succeed something must be done. I suggest that Black and White parents have an open meeting to discuss these concerns."

"As a teacher I feel I need more help with the few retainees and such in my class and not with the whole class."

"The observations and comments made on a bi-semester basis are not realistic to what a teacher has to deal with daily."

"One of the teacher trainers made teachers feel very defensive. She made a teacher feel like it was all the teacher's fault if a child didn't do well. I feel she made teachers angry and not as willing to listen to what the program had to offer by doing this."

"One concern is that children that may qualify for special education are not even being referred to LST (the first discussion stage) because of the Project PASS statement goal to have less (taken as no) Blacks in special education." (Two teachers)

"The trainer came for visits during instructional time and interrupted my lesson."

"I didn't like the way Project PASS was presented to our faculty." (Two teachers)

"I had been using the instructional strategies recommended by Project PASS before Project PASS was conceived. I learned little or nothing that was new." (Eight teachers)

"Sometimes I felt like the trainer was not listening to me and what I was saying. She would twist my statements to fit what she wanted."

"I do not like the idea of assisting only Black students--Project PASS should be for all students who need learning assistance." (Two teachers)

"Project PASS came on too strong at our school and the faculty resented this."

"The Project PASS person and I were supposed to meet to discuss a child but she never followed through." (Four teachers)

"I feel that all children should be treated alike. That is, the child's needs should be addressed with the method that works best." (Two teachers)

"Project PASS never identified anything specific that one would do with the Black child differently than with any other child." (Three teachers)

"I feel the funds for Project PASS should be used to hire more teachers to lower the pupil-teacher ratio."

"The project should be followed up by stronger, more qualified staff." (Two teachers)

"Much of the time the Project PASS people displayed a superior, critical attitude that I felt was unwarranted, We heard a lot of criticism but received little positive help." (Two teachers)

"I feel Project PASS has not met its objective because of the poor organization and planning of its staff member."

"The activities the trainer did in my class were good but only met the needs of the average learner and left out the needs of the Black students with problems."

"Except for the one workshop at the beginning of the school year, I haven't heard or seen any personnel or seen any instructional strategies."

"I feel that once a week for half a day is not enough time to effectively work with the students and provide feedback to the teachers. More staff persons and time in the schools is needed in order to get better cooperation from faculty members." (Two teachers)

"I would like to see some sort of kit (games) developed that students could take home and get parents to play with them. At the end a report could be obtained from the parents and a participation award could be given to the children."

"I wish Project PASS could have had a tutoring program to have helped the academically deficient. Each neighborhood could have used their school for after-school tutoring. Choral reading is not going to help them academically although I am very fond of hearing it."

"I feel that this project should be presented to our parents. There is a lot in the project that I feel our parents would benefit from and could use as follow-up material at home. If attendance is a problem, the importance of school could be impressed upon the parents." (Three teachers)

"I feel Project PASS should work with individual students having problems. I feel that students that are far below grade level need their individual attention." (Three teachers)

"I would like the trainers to work more with grade levels or groups of teachers in training sessions."

"I am a special education teacher and I would like to see some information on Black special education children. I adapted some of the Project PASS suggestions for my classroom. The suggestions were very helpful."

"Project PASS services to parents should be offered at the high school level."

"It is a useful project in the sense that it does provide one-to-one instruction for some students. Perhaps this aspect can continue as a tutorial service, provided by teachers rather than an instructional coordinator."

"We need to hear of more <u>specific</u> strategies."

"I believe the ideas and strategies provided by Project PASS have been of assistance to me as a teacher. The information I have used, I've obtained from inservice programs. I do not feel the presence of Project PASS in the school is necessary."

"I talked to the Project PASS person about several children. She observed one time (but one child was absent), I have had no follow-up since then. I haven't gotten any help on ways to help these children, other than the choral reading demonstration. I use choral reading now, especially with my lower children. I like it, but I'd like other ideas. I don't want to see more written information: I want more help personally, or in a small group."

TEACHER COMMENTS

"I support any program that will help teachers understand and more effectively teach minority children."

"For the first year, I feel the project is off to a good start."

"The activities for Black History Month were well done--especially the program on the Black Texas Cowboy."

"I have thoroughly enjoyed the services provided by my trainer. It would be a shame if the project were not refunded. Any teacher who has not used the services is cheating his/her students."

"It was beneficial for my Black and White students to have demonstrations by such a good Black teacher. For White students, since they may hear otherwise at home, and for Black students, who do not see so many Black teachers."

"My trainer was a big help! I appreciated the advice I received."

"I am an integrated special education teacher who has done a lot with oral language already. The workshop I attended did offer some enlightenment--I enjoyed it!"

"I would like to learn more about the project." (Two teachers)

"My whole class enjoyed the presentation very much and all have continued reading the Bill Martin books on their own."

"I did not use the services of Project PASS. I have no Black students in my classroom." (Two teachers)

"Since I am a special education teacher, Project PASS does not apply to me." (Three teachers)

"I have had very little contact with the Project PASS staff." (Two teachers)

"The Project PASS services were not offered to the kindergarten teachers. There were no students retained at this grade level." (Two teachers)

"I did not use the assistance of Project PASS because the Black students in my classroom are not retainees."

"I am a pre-K teacher. I haven't had the chance to use the strategies because I only have two Black students and pre-reading, pre-writing, etc., are the skills which are our main focus. I do believe Project PASS should be re-funded. If I get assigned to a higher grade next year, I would surely appreciate their help."

82.47

Attachment I-5
(Continued,
Page 2 of 2)

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Not Applicable
13. The presence of the Project PASS staff person at my school has had a positive impact upon the Black students.	N=	(30)	(36)	(33)	(49)	(23)		
	%	17.1	20.6	18.9	28.0	13.1		
14. The presence of the Project PASS staff person at my school has had a positive impact on the Black parents.	N=	(9)	(33)	(30)	(74)	(26)		
	%	5.1	18.9	17.1	42.3	14.9		
15. The presence of the Project PASS staff person at my school has had a positive impact on the faculty.	N=	(24)	(38)	(57)	(36)	(16)		
	%	13.7	21.7	32.6	20.6	9.1		
16. In light of the services it provides, I feel Project PASS should be refunded for the 1983-84 school year.	N=	(46)	(28)	(62)	(21)	(11)		
	%	26.3	16.0	35.4	12.0	6.3		

For the following items, circle the number to the right that indicates your response.

		Yes	No	Don't Know	Left Blank
17. I have used the instructional strategies recommended by Project PASS in my classroom.	N=	(98)	(39)	(14)	(24)
	%	56.0	22.3	8.0	13.7
18. I use the instructional strategies recommended by Project PASS in my classroom on a regular basis.	N=	(54)	(83)	(13)	(25)
	%	30.9	47.4	7.4	14.3
19. At this time, I feel I need more assistance in applying the instructional strategies recommended by Project PASS.	N=	(37)	(98)	(17)	(23)
	%	21.1	56.0	9.7	13.1

20. Please use this space to make any other comments or express any concerns about Project PASS.

FOLD AND RETURN THROUGH SCHOOL MAIL

OFFICE OF RESEARCH AND EVALUATION

BOX 79

PATSY TOTUSEK

Project PASS Teacher Survey

Office of Research and Evaluation

Spring 1983

This year AISD offered Project PASS services to the paired elementary schools.

Your responses to this survey will help us evaluate the effectiveness of the project.

All individual responses will be kept confidential. The number on the back of this form will be used only to monitor the return rate. Thank you for your time. We really appreciate your help!

For the following items please circle the number to the right that indicates how much you agree or disagree with the item.

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know	Not Applicable
1. The workshops provided by the Project PASS staff were beneficial to me.	N=	(56)		(43)	(44)		(2)	(24)
	%	32		24.6	25.1		1.1	13.7
2. The classroom demonstrations conducted by the Project PASS staff were beneficial to me.	N=	(48)		(24)	(26)		(7)	(67)
	%	27.4		13.7	14.9		4.0	38.3
3. The classroom observations conducted by the Project PASS staff were beneficial to me.	N=	(23)		(24)	(32)		(9)	(83)
	%	13.1		13.7	18.3		5.1	47.4
4. The personal discussions I've had with Project PASS staff about students were beneficial to me.	N=	(49)		(22)	(36)		(3)	(62)
	%	28		12.6	20.6		1.7	35.4
5. The Project PASS teacher trainer needs to be more available and accessible to classroom teachers.	N=	(52)		(47)	(25)		(18)	(31)
	%	29.7		26.9	14.3		10.3	17.7
6. I would like to see sample scripts developed and distributed for choral reading exercises.	N=	(95)		(25)	(11)		(5)	(34)
	%	54.3		14.3	6.3		2.9	19.4
7. I would like to see more written information made available on the instructional strategies recommended by the Project PASS staff.	N=	(108)		(26)	(13)		(3)	(21)
	%	61.7		14.9	7.4		1.7	12.0
8. I would like to see the Project PASS teacher trainers use more follow-up with teachers who are trying the recommended strategies.	N=	(60)		(44)	(15)		(9)	(43)
	%	34.3		25.1	8.6		5.1	24.6
9. I would like to see the Project PASS staff offer more assistance to parents.	N=	(114)		(22)	(3)		(13)	(19)
	%	65.1		12.6	1.7		7.4	10.9
10. I would like to see the Project PASS staff work more on a one-to-one basis with students.	N=	(106)		(27)	(4)		(11)	(21)
	%	60.6		15.4	2.3		6.3	12.0
11. Project PASS has made me more aware of the learning and behavioral needs of Black students.	N=	(52)		(39)	(55)		(4)	(22)
	%	29.7		22.3	31.4		2.3	12.6
12. The instructional strategies recommended by Project PASS are different than the instructional strategies I have used before with Black students.	N=	(24)		(32)	(72)		(6)	(33)
	%	13.7		18.3	41.1		3.4	18.9

(over)

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	0 Don't Know	X Not Applicable
13. The presence of the Project PASS staff person at my school has had a positive impact upon the Black students.	N=	(8)	(22)	(36)	(18)	(15)	(49)	(23)
	%	4.6	12.6	20.6	10.3	8.6	28.0	13.1
14. The presence of the Project PASS staff person at my school has had a positive impact on the Black parents.	N=	(2)	(7)	(33)	(18)	(12)	(74)	(26)
	%	1.1	4.0	18.9	10.3	6.9	42.3	14.9
15. The presence of the Project PASS staff person at my school has had a positive impact on the faculty.	N=	(3)	(21)	(38)	(27)	(30)	(36)	(16)
	%	1.7	12.0	21.7	15.4	17.1	20.6	9.1
16. In light of the services it provides, I feel Project PASS should be refunded for the 1983-84 school year.	N=	(22)	(24)	(28)	(30)	(32)	(21)	(11)
	%	12.6	13.7	16.0	17.1	18.3	12.0	6.3

For the following items, circle the number to the right that indicates your response.

		3 Yes	2 No	Don't Know	Left Blank
17. I have used the instructional strategies recommended by Project PASS in my classroom.	N=	(98)	(39)	(14)	(24)
	%	56.0	22.3	8.0	13.7
18. I use the instructional strategies recommended by Project PASS in my classroom on a regular basis.	N=	(54)	(83)	(13)	(25)
	%	30.9	47.4	7.4	14.3
19. At this time, I feel I need more assistance in applying the instructional strategies recommended by Project PASS.	N=	(37)	(98)	(17)	(23)
	%	21.1	56.0	9.7	13.1

20. Please use this space to make any other comments or express any concerns about Project PASS.

FOLD AND RETURN THROUGH SCHOOL MAIL

OFFICE OF RESEARCH AND EVALUATION

BOX 79

PATSY TOTUSEK

Project PASS Teacher Survey

Office of Research and Evaluation

Spring 1983

Total N=175

This year AISD offered Project PASS services to the paired elementary schools.

Your responses to this survey will help us evaluate the effectiveness of the project.

All individual responses will be kept confidential. The number on the back of this form will be used only to monitor the return rate. Thank you for your time. We really appreciate your help!

For the following items please circle the number to the right that indicates how much you agree or disagree with the item.		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree	0 Don't Know	X Not Applicable
1. The workshops provided by the Project PASS staff were beneficial to me.	N=	(9)	(47)	(43)	(26)	(18)	(2)	(24)
	%=	5.1	26.9	24.6	14.9	10.3	1.1	13.7
2. The classroom demonstrations conducted by the Project PASS staff were beneficial to me.	N=	(16)	(32)	(24)	(15)	(11)	(7)	(67)
	%=	9.1	18.3	13.7	8.6	6.3	4.0	38.3
3. The classroom observations conducted by the Project PASS staff were beneficial to me.	N=	(6)	(17)	(24)	(20)	(12)	(9)	(83)
	%=	3.4	9.7	13.7	11.4	6.9	5.1	47.4
4. The personal discussions I've had with Project PASS staff about students were beneficial to me.	N=	(9)	(40)	(22)	(22)	(14)	(3)	(62)
	%=	5.1	22.9	12.6	12.6	8.0	1.7	35.4
5. The Project PASS teacher trainer needs to be more available and accessible to classroom teachers.	N=	(22)	(30)	(47)	(14)	(11)	(18)	(31)
	%=	12.6	17.1	26.9	8.0	6.3	10.3	17.7
6. I would like to see sample scripts developed and distributed for choral reading exercises.	N=	(36)	(59)	(25)	(6)	(5)	(5)	(34)
	%=	20.6	33.7	14.3	3.4	2.9	2.9	19.4
7. I would like to see more written information made available on the instructional strategies recommended by the Project PASS staff.	N=	(44)	(64)	(26)	(9)	(4)	(3)	(21)
	%=	25.1	36.6	14.9	5.1	2.3	1.7	12.0
8. I would like to see the Project PASS teacher trainers use more follow-up with teachers who are trying the recommended strategies.	N=	(21)	(39)	(44)	(11)	(4)	(9)	(43)
	%=	12.0	22.3	25.1	6.3	2.3	5.1	24.6
9. I would like to see the Project PASS staff offer more assistance to parents.	N=	(53)	(61)	(22)	0	(3)	(13)	(19)
	%=	30.3	34.9	12.6	0	1.7	7.4	10.9
10. I would like to see the Project PASS staff work more on a one-to-one basis with students.	N=	(41)	(65)	(27)	(2)	(2)	(11)	(21)
	%=	23.4	37.1	15.4	1.1	1.1	6.3	12.0
11. Project PASS has made me more aware of the learning and behavioral needs of Black students.	N=	(11)	(41)	(39)	(36)	(19)	(4)	(22)
	%=	6.3	23.4	22.3	20.6	10.9	2.3	12.6
12. The instructional strategies recommended by Project PASS are different than the instructional strategies I have used before with Black students.	N=	(1)	(23)	(32)	(49)	(23)	(6)	(33)
	%=	.6	13.1	18.3	28.0	13.1	3.4	18.9

BOARD OF TRUSTEES

Ed Small, President

Manuel Navarro, Vice President

Nan Clayton, Secretary

Larry G. Waterhouse

Peter W. Werner, M. D.

Bernice Hart

Abel R. Ruiz

SUPERINTENDENT OF SCHOOLS

Dr. John Ellis

DIRECTOR, OFFICE OF RESEARCH AND EVALUATION

Dr. Freda M. Holley